

**SAFETY**

JANUARY 1960

Two Sections • Section One

# *Education*

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS



## Decade for Creating

**A** NEW DECADE motivates each of us to do some healthy pondering, philosophizing and even a little self-analyzing. Inevitably, these will spirit Big Plans for the future.

As educators and parents our Big Plans will concern children—ways to guide youngsters to grow intellectually and morally. Recent screaming headlines of teenage fall-out have shocked us. Better tighten the reins, some say; stricter supervision, more rigid guidelines! For the maladjusted and the delinquent this might be necessary—but these are exceptional cases and must be individually handled.

For the millions of Johnnys and Susies in our schools, the Big Plans should take the opposite direction—more flexibility. Boys' and girls' organizations are slowly being attacked as being too structured, too disciplined. Perhaps national groups can rationalize that they must be highly organized to be effective on a large scale.

But our classrooms aren't "large scale." Teachers can be more flexible and can provide children with opportunities to dream, to develop ideas, to create. Young minds hold wonderful ideas, new and alive and just trembling to be told. And how healthy this is! A child grows and learns with each new idea he's allowed to express.

Self-expression is vital if a child is to learn moral rights from wrongs. If he is to think, analyze and judge freely as an adult, he must first learn to generalize from the specific principles. He can master mature thinking only by interpreting via his own words, his own drawings, his own music, his own fantasy-play.

From the daily classroom routine can emerge exciting learning experiences for both teacher and student. Writing a simple English theme—on safety, if you please—(see page 20) can reveal the child's passions. If he's given free rein with crayons and paints, he will express his thoughts, his ideas and most certainly, his problems.

If his free period or recess is truly free, he will act out his loves, hates, dreams and desires. A teacher, sitting in the background, listening and observing, will then discover areas where guidance is needed for moral and safe practices.

In our specific field of safety education, free, self-expression is most imperative. To live a full, healthy life, a child of course must be given rules for safe conduct. But he must learn to understand these by integrating them with his own thinking and experiences. Then and only then will he be equipped to apply specific safety principles to situations he'll encounter throughout life.

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# S A F E T Y

## Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XXXIX No. 5 Section One

Nancy Nupuf Margolis, Editor

Robert O. Jones, Advertising Manager

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# **Challenge**



# **of the**



# **Sixties**



By Harry M. Lodge



Educators must realize and appreciate a child's make-up,

his needs and his motivations to help and guide him. Your

community will expect you to provide the leadership.

**T**HE central objective here is not safety but rather, children—boys and girls. Our attention will be focused upon them, their natural make-up, their inherent characteristics and their duly constituted needs.

First of all we must look at the child. From the viewpoint of adult understanding we should look into the child's nature,—his likes and dislikes, his prides and humilities, his understandings and his feelings. This picture is essentially important because it is quite impossible for mentally mature adult techniques to be effective in soliciting the good will and safe response of children. Such an approach is inclined to be over their heads, because there is no channel by which the thinking and experience of immature minds can be suddenly elevated, if that is the proper term, into the realism of adult understanding. Children interpret problems within the limits of their own understanding.

Children do not want to be hurt or killed, but they are not aware of dangers and the implications involved.

Children are inwardly motivated with curiosity to feel, to touch, to test, to do, to act, to want. They are unconsciously eager to respond to their own feelings and urges. They are not versed in the value of consideration, the knowledge of cause and effect; nor do they realize the importance of evaluation or the weighing of outcomes.

They are filled with ambition instead. Children are born with the innate quality of exercising resistance, forcing freedom and maturing their own way of action. They are creatures of impulse. They are natural human beings endowed with abilities for action.

Adults in the field of safety education must realize and appreciate these factors. They must approach the child without criticism, finger-tip feelings, impatience or in the spirit of fixing blame. There is no blame or accusation to be

fixed. He cannot help being what he is until through the processes of guidance, knowledge and experience he becomes educated and develops the power of safety control.

Children are taught most effectively by personal association rather than by remote control or through extension courses.

Children learn by doing. They seem to be more apt to do that which they are not naturally inclined to do, when their teachers set the example by doing. Confidence is the secret of successful imitation, and that confidence is in the teacher more than in the doing.

Rules, regulations and codes mean very little to children except as related to the fear of punishment or deprivation. Learning which becomes a part of the child's habituated life is attained more readily through companionship than by demands. This principle is exactly the incentive underlying the importance of adult understanding of the factors and implications involved in working with the child.

Such an approach to safety education eliminates entirely the too often practiced approach of arguing over who is to blame, "I told you so," "You ought to know better than that," "You are just as clumsy as your dad." Good sportsmanship in playing together or working together is taught by being together. Baseball games are umpired not by men stationed in the grandstand, but by experts closely allied in association with the players.

#### Practical Safety Activities

1. Working safety chapters or councils
2. Organized study groups
3. Democratically appointed committees to report on hazardous conditions
4. Organized committees to make systematic observations and report findings
5. Inspection teams to report on fire-hazard conditions

6. Integrated safety education in all basic subjects and class recitations when opportunity presents itself in the subject matter
7. Systematically solicited cooperation of parents and others interested in the school program
8. Alertness in reporting needs for repairs in buildings and equipment
9. Organized traffic safety alerting and reporting programs
10. Stepped up activities in the Honor Roll Program
11. Use of posters, mottoes, placards, etc.
12. The "Working Chart of Safety Needs of Elementary School Boys and Girls" made a definite canon in the organized program. Study it. Know it. Understand it. Use it.

As school personnel let your influence be realized and felt in the community as an authority in safety education. Thus a demand will be created for your lecture services, your counsel and your leadership in organizing a safety program to meet the needs of this broader concept. Let your mind never lose sight of the real challenge of the 60's which is the saving of the lives of boys and girls.



Children and youth are the most susceptible to leadership, learning and conformity of any age group. They will cooperate in thinking, planning and regulating or adjusting within the bounds of safety. Their minds are quicker to respond to influences and persuasions and distractions than adults and that is exactly why safety influence and safety education must be "a must" in a continual effort until maturity in alertness is stabilized in the child's experience.

Children respond to influences and impressions that have to do with present environment. Lack of experience limits their ability to evaluate the possibilities of the future. Training cannot be substituted for education. Training holds the possibility of developing rote attitudes and actions which are inflexible in meeting varia-

tions. Education leads the child to think and evaluate for himself. Therefore, education in safe living gives a better preparation to meet hazards.

Work-experience appears to be the most effective answer to the challenge of providing for the child a practical solution to the task of occupation free from dangerous ambitions that lead into disaster.

The best way to meet the problems of youth and children is to help them meet the educational needs for today so they will be ready to cope with the situation tomorrow.



We have heard about the tragic influences of traffic accidents, school accidents and home accidents, as well as vacation accidents. We know the dangers of poisons, falling, water sports, bicycle riding, walking the highways, gas, fire games and sports. However, clear-cut counsel appears to elevate the importance of meeting these dangers by applying a confident and enthusiastic approach through the home, school and neighborly influences as demonstrated by example and emphasized by adequate teaching. The effectiveness of these agencies is determined by the amount of cooperative discipline expended by these agencies in wise planning, foresight based upon valid research and the efficient means of execution.

The most interesting creatures on this earth are people. And the most wholesomely attractive people are children and youth, because they are so innocently in earnest about living. Children want to live and live well. They want earnestly to enjoy life and be happy. They want to do things to fulfill urges. They do not rebel against friendly leadership or adult guidance in which they have confidence.

We, as safety educators, must take this principle as the cue for our approach to effective teaching. Children must be treated as individuals. In so recognizing this fact we can appreciate the extreme value of teaching safety through the method of challenge toward pleasant accomplishments. Children are more honestly adapted to reading intentions without prejudice than are their older and more so-

phisticated adult friends. They soon discover the score and respond accordingly. Therefore, the importance of working *with* the children cannot be over emphasized.

Many suggestions and much counsel were given us during the National Safety Congress. Plans were more or less outlined and demonstrated. People, however, are more enthusiastic about a plan they have personally developed or had a part in formulating than plans handed to them. Therefore, the Council encourages safety personnel to survey their own communities and school situations, evaluate the needs and set up their own plans. If the plans don't work, change them to meet the needs. Put your plans into functional service. Test their efficiency by evaluating the results; tabulate the evidence of improvement; employ systematic research methods and test for reduction in accidents. The greatest business assigned to mankind is that of saving lives.

Community citizens look to us for definite contributions in the field of safety education and accident prevention. They depend upon us to lead out in the program that will fill the needs in making life safe for their boys and girls. We should respond with the inspirations, the incentives, and the organizational plans.

I hope you will not disappoint your community folk. You have placed yourselves voluntarily in the ranks of leaders in safety education. You have registered yourselves as safety conscious in terms of prevention alertness. You are on the spot because you are interested in saving lives. You will now have to lead your community. Your community will look to you. What are you going to do about it?

What is your goal and what ideas do you have? Let us hear about them. It will set a fire under all of us and raise within our boilers the steam pressure of potential power for active service●

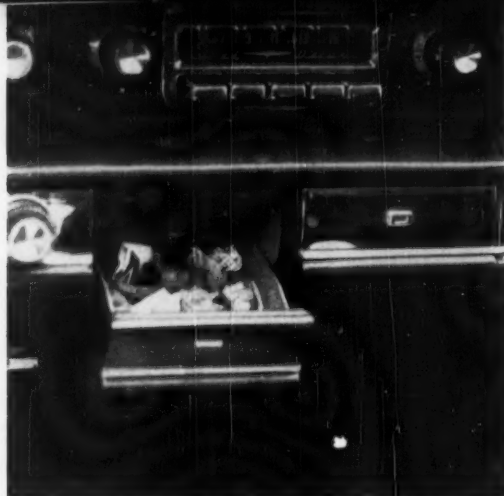
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## February Features

Although it's a short month, we all still must plan far in advance for February classes and projects. To aid you in integrating some safety education lessons into your daily curriculum, here's what's planned for February's SAFETY EDUCATION Magazine:

- ▶ On the spot report with pictures of driver education in Russia.
- ▶ Pragmatic suggestions of ways to include safety teachings in an elementary, secondary or high school health class.
- ▶ Practical first aid needs for classroom teachers.
- ▶ How a public school system has extended a school safety program into the community via television.
- ▶ What administrators should know regarding the history of accident reporting; includes requirements for good collecting and analyzing.
- ▶ Data sheet for promoting safety through school publications.
- ▶ Announcing the 90 per cent Honor Roll winners—school systems cited for having 90 per cent of their schools on the National School Safety Honor Roll.
- ▶ A guidepost that worked in Los Angeles for getting a safety regulation handbook published and into effective use.

# Ash Trays Affect Driving



Cluttered ash trays endanger smoking driver. He needs clear space to douse butt and keep ashes from flying.

Well, they could affect your safe driving, that is. Auto accessories could be more of a hindrance than a help. This concise discussion deals with other than the mechanical aspects of a car and can supplement a vehicle checklist to insure a thorough inspection program.

By Charles Havener and A. R. Lauer

**M**OST motor vehicle inspections are concerned primarily with mechanical aspects, such as, brakes, lights, horn, steering, etc. Certainly, the mechanical parts must be in good condition for safe operation. But, other items affect the degree to which a vehicle can be safely operated. These details should be noted by every driver and every driver education instructor, as most of these concern problems of safety and all are important to efficient driving.

## Want Clean Windows?

There are a number of items to be considered in the care of windows. We shall discuss these categorically.

*Cold Weather.* Several unique problems for the motorist are presented in winter. Probably the one of greatest significance is keeping the

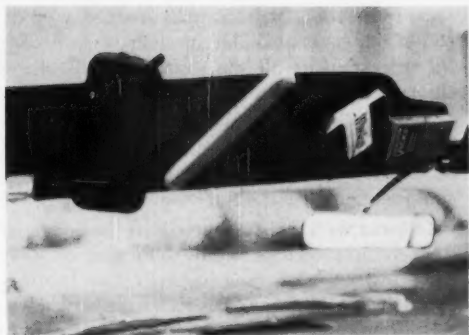
windows cleared. Many accident reports contain the phrase, "I did not see the object, car or other hazard encountered."

The driver who does not keep his car in a garage regularly should:

1. Remove any and all ice, snow or frost from the glass before starting to drive.
2. Turn the defroster on high speed as soon as the engine is started.
3. Wipe windows with alcohol or some recommended substance to prevent further formation of frost or ice until the defroster is capable of heating the windows sufficiently.
4. Open windows slightly to allow a more rapid air flow across the glass if defroster will not keep the inside of the windows from fogging.

The motorist who keeps his car in a garage will avoid some of this trouble, particularly sleet and snow.

Charles Havener is an instructor and A. R. Lauer is professor of psychology and director of driving laboratory, Industrial Science Research Institute, Iowa State College, Ames, Iowa.



And they all came tumbling down. Can happen when sun visor is turned down. A distraction can be disastrous.

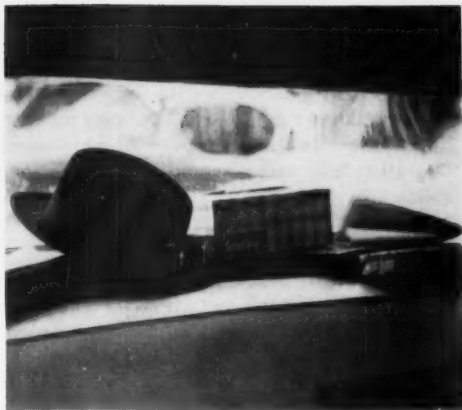
The back windows of many cars are difficult to keep clear because of an inadequate air flow across the inside of the glass. A small electric fan, mounted on the shelf behind the rear seat, will supply circulation necessary to clear the glass. A few drivers use such fans as auxiliary equipment and the condition of the fan should be regularly inspected.

**Rain and Mud.** During warmer weather the driver may be bothered with mud and water on the windshield. Windshield washers will help make windshield wipers more effective if they are kept in shape. The washing agent must be kept in the container.

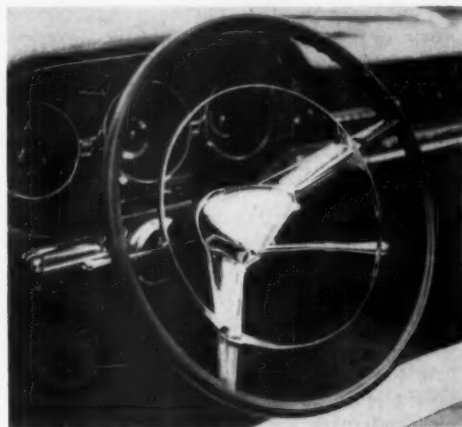
Remember that windshield wipers do not clear the entire windshield, so we have "blind spots." In such cases speed should be reduced to compensate for limited vision. As soon as possible, the entire outer surfaces of all the windows should be washed before driving further. **Insects.** At certain seasons of the year, many insects are flying and this problem is very troublesome. These collect between windshield cleanings and reduce vision. Bugs are sometimes difficult to remove, but a piece of dripping wet silk, nylon, rayon, or other material that won't compress easily when wet, will loosen them quite effectively. A mesh pad will often help. Follow this by rubbing the glass with a clean dry cloth or a wadded newspaper. We suggest that the bug-removing cloth or other agent be kept wet in a plastic bag in the car while traveling.

**Smoke or Dirt Film.** A film builds up on the inside of the windows especially when there is smoking in the car. Clear water usually will

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This back seat ledge looks like a messy, mobile closet. The storage habit cuts visibility and could konk riders on head.



A steering wheel as it comes from the factory—clean and free of knobs and cover—will insure safer motoring.

Clear windows are a must—no matter what the weather. Alcohol can speed up the defroster's job during winter.





not cut such film, so a detergent such as Windex, or similar preparation should be used. Clean the inside of the windows at least once a month as a matter of routine.

#### **Reflections on Rear View Mirror**

The rear view mirror should at all times be positioned to reflect a view of the highway for at least 200 feet to the rear. A mirror mounted outside the car within easy view of the driver is a great help and is required by law in some states.

The rear view mirror assists the driver in observing conditions behind his car while stopping or slowing down, parking and unparking, making turns, passing, and when changing lanes. But, it should not be the *only* view to depend on in backing. The driver should look back and to both sides. The mirrors should always be kept clean and adjusted so that the view to the rear can be obtained quickly and accurately. Mirror and mirror support should be kept free of sun glasses, neckties, large dice, baby shoes or other objects that might possibly obstruct vision or distract the attention of the driver. In some states this is a legal requirement.

#### **Violations with Sun Visor**

The sun visor is an important piece of safety equipment if properly used and maintained. However, it can be a definite hazard to driving safety if misused. We refer to the adjustable type mounted inside and designed to shield the eyes from sun glare. It should be kept in such condition that it can be readily adjusted to all positions.

Sun visors have been used for magazines, map storage and shelves to hold cigarettes, sun glasses, pencils, gloves and other objects. Slogan pins and many other items are sometimes attached to the surfaces. All such paraphernalia should be removed unless kept there for a very good reason. The dangers involved in using the visor as described above are numerous. If the driver adjusts the visor downward, any item that might fall is liable to distract driving attention. Such interruptions are a frequent cause of trouble. In the case of larger objects, the driver's forward view could be completely blocked.

#### **Unload Back Seat Ledge**

As cars have been changed in design the roof and back window have taken on more slope. In order to maintain head room in the back seat there must be some space between the back of the rear seat and the bottom of the rear window. Designers planned a ledge or shelf

to fill the space and at the same time added more glass area in an effort to increase visibility. The unfortunate result of this change is that a great many motorists use the shelf area for storage and actually reduce visibility to less than was available in older cars. A careful driver wants all the visibility available, to the rear as well as to the sides and front.

Placing items on this shelf is dangerous in that they could fall off during a sudden stop or impact. Cameras, toys, games and radios could inflict serious injury by falling.

Objects with plastic parts have been known to melt and become badly deformed or damaged by the heat of a summer sun beaming through the rear window. Keep the shelf clean in the interest of safety as well as protection of property.

#### **Naked Steering Wheel**

Safety experts agree that the steering wheel as it comes from the factory is as safe as possible in its present design. Spinner knobs are discouraged partly because they constitute a break in the smooth surface of the wheel. A knob can cause injury to the hand or arm in the course of normal driving, or it could become caught in clothing causing the driver to damage his clothing or to lose control of the car. In the event of an accident, the projecting knob could severely injure the driver.

Steering wheel covers are sometimes used in cold weather to help keep the hands warm and in hot weather to absorb some of the moisture from the hands. But wheel covers can slip, tear or otherwise disturb the driver. It is well to keep the wheel free of grease and dirt and use it as it was originally designed to be used for a firm grip on the rim.

#### **Empty Ash Trays**

When smoking in the car, be sure ash trays are kept in clean condition so that ashes will not be strewn about the car, constituting the danger of burns in clothing and upholstery. Cigarette and cigar butts should be extinguished on the projection provided inside the tray before dropping them into the receptacle.

Butts can be easily placed in a clean receptacle instead of throwing them out the window. Grass, brush or forest fire could be started along the highway. A part of the butt could blow back inside the car where it might injure the driver, passengers, clothing or start a fire in the upholstery.

Ash trays should be emptied before they get full. A driver who has to fumble around to find

*to page 37*



# will their ATTITUDES hurt them?

ONE cannot properly separate attitudes from personal adjustment or from the broad concept of personality. A typical definition of an attitude is given by T. G. Andrews as follows, "An attitude is not a response, but a more or less persistent set to respond in a given way to an object or situation. The concept of attitudes relates the individual to any aspect of his environment which has positive or negative value for him."

Attitudes are usually deep-seated, tied up with one's emotions and have been acquired over the years. The more deep-seated, the more difficult to change. *But*—they can be changed—through education. We must substitute positive, desirable attitudes for the undesirable ones, particularly as they affect one's status with his fellow being. Attitudes constitute an area commonly regarded as the central problem of social psychology.

Oscar Wilde is credited with the statement that—"Man is a rational animal who always loses his temper when he is called upon to act in accordance with the dictates of reason."

Attitudes are revealed either through positive, socially accepted actions or through anti-social actions. Good or bad, being closely tied up with our emotions, they are developed through emotionalized experiences. Most of our attitudes are usually revealed through our *drives*—most frequently our *emotional drives*. Arthur Mahoney in a recent doctoral study at New York University brought out that attitudes were closely related to emotions. Wherever strong emotions function, the influence on behavior in any life situation and specifically in a hazard situation is very powerful.

Psychologists point out that attitudes are "more quickly caught than taught" and it is therefore essential that we provide and expose our young people to desirable experiences and observations. Good examples set by teachers, parents and other adults are of immeasurable value in correct attitude formation.

In the specific application of this problem to the operation of a motor vehicle, most of us realize that manipulative skill, a knowledge of traffic regulations and good driving habits are essential to efficient operation, yet there is unanimous agreement among leaders in traffic safety that good attitudes are most important for accident-free motor vehicle operation.

## Illustrations of desirable attitudes:

courtesy, loyalty, sportsmanship, fair play, patience, cooperation, obedience to rules and regulations, avoidance of showing off, consideration of welfare of others, readiness to help others less fortunate, friendliness

## Illustrations of faulty or undesirable attitudes:

discourtesy, disloyalty, unsportsmanlike conduct, lack of patience, impulsiveness, lack of dependability, over-aggressiveness, show-offishness, disrespect for law, disobedience to rules, self-centeredness or egocentric

An individual's attitudes may be dominated by his emotions or by his intellect—if by the emotions—we say that he is emotionally immature—if by the intellect—then he is emotionally mature. The greater the level of maturity usually the lesser the possibility for accident-incidence.

With the knowledge that attitudes are closely tied up with the emotions, we must provide children with experiences essential to desirable

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personality development. Failure of life experience to fulfill these emotional needs may seriously distort personality development. G. E. Stiles in her study at New York University found that accident-repeating children had many more unsatisfied emotional needs than children who were accident-free. She found that accident-repeating children were emotionally unstable, tended to feel inadequate and behaved immaturely.

In an analysis of accident studies the weight of evidence seems to point to some difference in personality factors between the accident-labile person and the accident-free person, with the former tending to be more extroverted, overconfident, and emotionally less mature. Sometimes they show tendencies toward anti-social behavior. There seems to be a conflict between society and self. This may seem to show in a feeling of rejection or a sense of frustration. It

## School Bus Program

The School Bus Safety Service is a National Safety Council program which assists school bus fleets in establishing an effective driver safety program. The service, seeking to raise the level of safe driving performance of school bus drivers, is an adaptation of the Council's service for commercial drivers widely used by city transit systems, intercity bus lines, truck lines, city, state, and federal agencies (including all drivers in the U. S. Post Office Department).

The Service provides the materials necessary for establishing an effective, easy-to-administer driver safety program. It consists of:

- Administrative and technical information for the supervisor of the school bus safety program
- Monthly safety program materials for each driver
- The Safe Driver Award for each school bus driver who qualifies

Many reports indicate that the Service is highly effective in reducing school bus accidents. In one state there was a 15.5 per cent decrease in school bus accidents in the first four years that the Service was in use—despite an 18 per cent increase in mileage.

For additional information and the annual cost of this program, write to the National Safety Council.

would seem that not only is the accident-labile person less able to develop satisfying relations with his fellow man, but he is also more liable, under conditions of anxiety and stress, to distort his perception of the immediate environment. Here is definite need for sound mental hygiene with respect to human relations.

To make our safety education program more effective we should work very closely in the area of personality development or emotional maturity. We should strive to get at the basis for deep-seated antagonisms, underlying over-aggressiveness or inability to get along with others. We should also seek out the cause for feelings of inadequacy.

Our young people need a sense of security and self-respect. The teacher of safety education, in addition to checking how a student feels about specified safe practices, should learn to what extent the pupil is bothered by difficulty in maintaining self-respect, feelings of inadequacy, of being rejected by others and boredom. Also important to know is how seriously he is troubled in working out these feelings in constructive ways.

There are numerous methods to inculcate improved and worthwhile attitudes. Some schools have used the following:

- ▶ Travel and excursions to police stations, traffic courts, fire departments, examination stations, plant visitations and the like for they provide vivid first hand experiences.
- ▶ The use of group discussion or group opinion method. This serves as a powerful influence. The use of the teenage conference should prove very effective.
- ▶ Use of personal influence of an individual with a strong personality. These may include the teacher, coach, a police officer, a traffic court judge, a star athlete, or an expert driver.
- ▶ Use of press, radio and TV. Assignments covering the collection of clippings and analyses of accidents help in attitude development. Articles in school paper also tend to influence students. Preparation of their own radio and TV skits helps young people sense an awareness of the accident prevention problem. In a study of traffic, surveys of actual traffic conditions at various heavily-traveled streets help students grasp the significance of modern traffic movement complexities.
- ▶ Use of displays, prepared by students and placed in key locations around the school and nearby areas●



# UPERVISORS

# ET UP

# CHEDULE

They decided to plan ahead — so this safety supervisors' class made up a monthly work sheet for their school system.

By Herbert J. Stack

THE most valuable publication for safety supervisors which we follow in our University course in supervision is *A Job Analysis for Safety Education Supervisors*, published by the National Safety Council in 1959. As can readily be seen, the job of a supervisor will vary widely from city to city, much depending on the size of the school system and the amount of time he devotes to supervision.

This year our supervision of safety education class decided that what it wanted was a kind of monthly work sheet. With the many responsibilities, it is most important to make plans far enough ahead to see that the program will function properly. Supervisors may not agree with some of the activities proposed by the class, but at least they are a starter.

Dr. Stack is chairman, safety education department, Center for Safety Education, New York University.

JANUARY, 1960

## September

- Discuss safety program with other safety supervisors.
- Get fire prevention materials ready to be sent out to schools.
- Arrange for first meeting of city safety education committee.
- Attend first meeting of school principals and/or teachers and speak for 15 minutes.
- Send out material on National Safety Council Honor Roll awards.
- Arrange with the police department for assistance in training of patrols.
- See that each patrol is supervised by safety coordinator.
- Receive a report as to patrols.
- Send out to principals suggestions for fire prevention week.
- Working with principals and custodians, inspect five of the school buildings.
- Aid in getting cars for high school driver education.

Speak at two PTA meetings called for September.

Arrange with principals for fire department demonstrations in October.

Meet with department chairmen of high schools to discuss integration of safety in program.

Discuss school parking arrangements with school principals and safety committee.

## *October*

Check to see how patrols are functioning.

Speak on fire prevention at two school assemblies.

Send out home safety materials for use in November.

Inspect several school buildings.

Speak at a local service club meeting.

Arrange for the monthly meeting of the safety education committee.

Confer with supervisors of other subjects regarding safe practices.

Find out why certain schools do not have patrols and try to organize, working with principal.

Meet with new teachers in the school system.

Speak on safety at a conference of teachers of industrial arts.

Speak at a meeting of scout officials regarding follow-up of Safety Good Turn.

Send out booklet on hunting safety secured from state department.

## *November*

Attend State Teachers Convention; speak at Driver Education Conference.

Check with principals for proper exit methods for emergency drills.

Speak to physical education teachers at their monthly meeting.

Check the safety features of high school football.

Attend the monthly meeting of civic clubs to solicit help in obtaining safe play areas for winter sports.

Confer with superintendent of recreation to arrange for safety instruction to his instructional crew.

Send out bulletin on Thanksgiving safety. Distribute this to all teachers and administrators.

## *December*

Send suggestions to principals for Christmas safety program.

Distribute information on home safety.

Discuss accident reports in order to incorporate safety in the program.

Arrange movies for distribution on winter sports, such as ice skating, coasting, (possibly skiing).

Check to see whether or not schools are having fire drills.

## *January*

Review first half of school year program. Check on safety practices and any weaknesses of the program.

Discuss the need for emphasis on safe driving during the winter months with high school teachers.

Send out materials on winter sports.

Be prepared to talk to PTA meetings about winter home safety.

Secure cooperation of news media stressing city ordinances concerning winter safety.

Make sure that all play areas are well supervised.

Consult with police in getting their cooperation to set aside certain areas for coasting.

Continue to check several school buildings.

## *February*

Secure material, to be distributed in March, on safety in spring clean-up, playground, bicycle, roller skating, kite flying.

Prepare and send out summary of first term accident reports.

Continue inspection of schools with principals and custodians.

Check practices in civil defense drills.

Send memos to school principals and custodians to prepare for playground safety next month.

Arrange for in-service safety course for teachers in school system.

## *March*

Spring clean-up campaign.

Continue inspection of school buildings.

Speak at two assembly programs.

Make preparation for bicycle programs in elementary schools and make plans for bike rodeo in April.

Receive forms and start to evaluate program for National School Safety Honor Roll Awards.

Attend state Driver Education Association meeting.

Distribute information (data sheets) on first aid instruction.

Distribute seasonal material and posters on the hazards of kite flying.

Distribute material on playground safety.

## *April*

Secure and distribute materials on fishing and boating from the state department.

Have building safety coordinator check playgrounds and playground equipment.

Talk at monthly physical education teachers' meeting emphasizing spring sports.

Send out materials on bicycle safety.

Check to make sure National School Safety Honor Roll program has been submitted.

## *May*

Prepare for safety awards to schools with best record.

Be prepared to give outdoor safety talks to any interested group.

Consolidate school year reports for accident evaluation.

Present recent safety films to committee for its approval for the coming year.

Send out materials on summer vacation hazards and pedestrian warnings.

## *June*

Emphasize water safety (secure and send out films and literature on fishing, boating, water skiing, swimming and sunburns). Check with owners of public and private swimming pools.

Emphasize camping safety (knives and hatchets — fires — poison ivy — wood ticks — and snakes). Utilize boy scouts to present assembly programs.

Prepare accident summary of the past year and distribute with recommendations for the coming year.

Send out materials emphasizing farm safety, recreational safety and water safety for the coming summer vacation.

Meet with visual aids committee about placing order for films, safety literature, posters and magazines for the coming year.

Arrange for collection, washing and storing of school safety patrol belts.

Evaluate the past year and revise the plans for the coming year to have ready for the teacher's workshop before school opens in the fall.

Order supply of accident report blanks for the coming year.

Meet with committee to arrange for purchase of safety readers and text books. (In some schools, this should be done earlier)

Arrange for tests to be given in elementary grades.

Prepare report of year's program to be submitted to the superintendent.

## *July and August*

Spend at least two weeks of the eight weeks preparing plans for next school year●

## *Additional Suggestions*

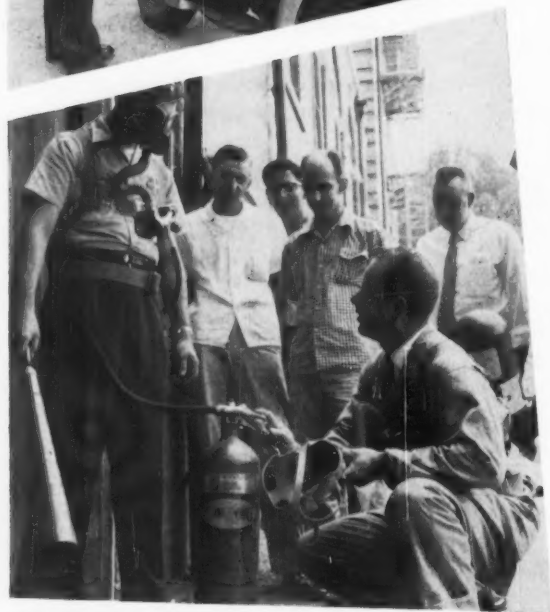
### *Editor's Note:*

As is the case in any "first draft," a few aspects of supervisors' tasks were touched too lightly in this work sheet. Added emphasis should be placed on:

- ▶ More detailed explanation of safety objectives in regard to the community, to the school patrons and other citizens. This would involve press, radio and TV.
- ▶ Reporting and summarizing accident data with special distribution and emphasis to all faculty and non-teaching personnel.
- ▶ More refined techniques of evaluating student progress in safety objectives.
- ▶ More time for safety education supervisors to analyze, catalog and distribute and place on ready reference the flow of safety materials printed each month by various organizations.
- ▶ Class visits to see safety education projects and activities in operation.

Have we missed any? Let us know!





## *Can You*

Security holds a top drawer position at The Pennsylvania State University. Organized into one department, security, health and safety are all the responsibility of a central director. Furthermore, the final authority rests with a top level administrator—the vice president for business at Penn State.

The unique organizational structure of the department of security has been described for our readers by its director, Elwood F. Olver.

Chief of the campus patrol, Lucien Boldue, gives instructions to a school patrolman.

Demonstrating fire fighting techniques is safety division head, Howard Triebold, Jr.

Health physicist, E. S. Kenney, conducts test to measure and interpret radiation in area.

**SAFETY EDUCATION**



# Top Penn State?

## *Department of Security*

The Department of Security at The Pennsylvania State University, established October, 1957, was created to cope with the many environmental health, safety and security problems arising in its 15 commonwealth campuses throughout Pennsylvania, including the main university campus. The department was formed to integrate the existing Safety Division, Campus Patrol and Workmen's Compensation work. At the same time the Disaster Planning Program was inaugurated.

The late Mr. Lorin Elder, an old-timer in safety work, had been in charge of the safety division at Penn State since 1936. He started one of the first university safety programs in the country.

The objectives of the Department of Security are:

1. To protect life and limb of all persons on university property.
2. To protect university property.

Several new positions have recently been established in the Department. A second safety specialist has been hired and a new position for a public health engineer was created. The position of the health physicist, in charge of radiological health on campus, was placed in the Department of Security in July, 1959. An industrial hygienist to handle problems of occupational health will also be part of the Department.

The director of the Department of Security reports directly to the Vice President for Business. Reporting to a top administrative office lends prestige and authority to over-all safety and security programs.

One unique phase of the safety program is the existence of operating safety committees. Each college has a safety committee, varying from one to nine in membership, which actually inspects the premises under the control of the

particular college. These committees have been extremely successful in placing responsibility for safety squarely on the shoulders of the college itself. The diagram shows the lines of responsibility throughout the Department of Security.

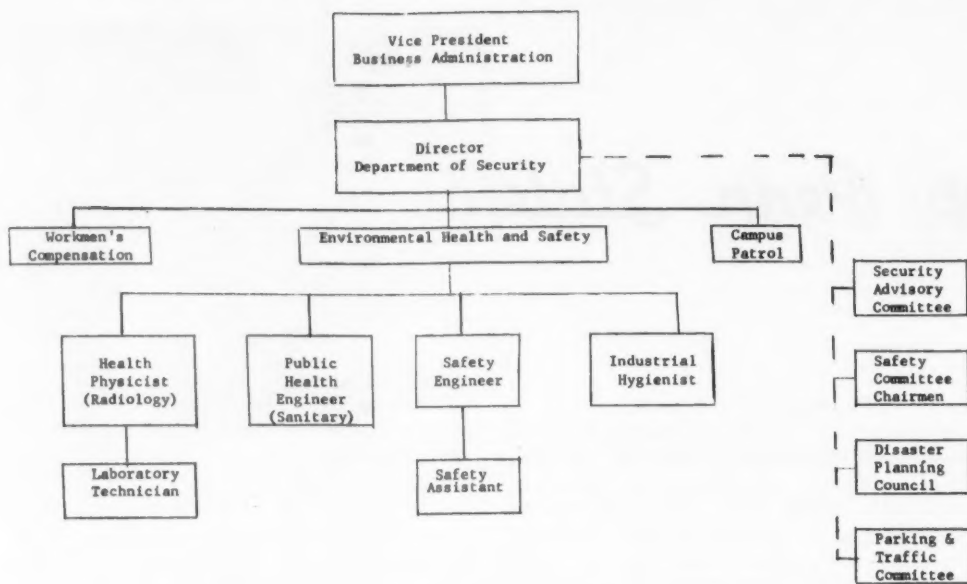
Several advisory committees are available to the director for use as the need arises. The director does not report to the advisory committees, but uses the committees as consultants. The security advisory committee is made up of a group of leaders in major campus activities who are well-qualified to assist in analyzing safety and security problems and to recommend. The 20 safety committee chairmen of the various colleges and departments meet periodically to discuss over-all safety problems and programs in their particular areas. The parking and traffic committee is made up of men representing the major groups of employers on campus and advises the director of security on problems relating to parking and traffic. The Disaster Planning Council is an operating committee made up of individuals on campus whose duties, in the case of an emergency, coincide as closely as possible with the work they are already doing for the University.

Penn State is very proud of its safety program and the results which have been achieved. Since the Department of Security was formed, a complete set of university rules (safety code) has been adopted as a guide for all departments on campus.

## *Environmental Health and Public Health Engineering*

Environmental health depends on the essentials of existence, that is, man's need for and use of air, water, food and shelter.

The environmental health program cannot be limited only to the campus and classroom hours; the surrounding areas, all university owned or operated buildings, lands, centers and stations must be included within the scope



Administrative structure of the Department of Security at Penn State

of the program to protect the health and safety of university students and staff. Likewise, education, research, as well as, direct services must be concerned in the program.

Because the Division of Environmental Health and the employment of a public health engineer just became a reality in May, it is still in the planning stages.

But certainly, it is quite feasible to foresee the inclusion of many phases of public health engineering and environmental sanitation. The program might well be concerned with and include:

- food and milk sanitation—handling, processing, distribution and food handler's training programs.
- housing—university dormitories, organized houses and individual off-campus housing.
- general sanitation—buildings and grounds sanitation, insect and rodent control, garbage and refuse disposal.
- swimming pool sanitation, university owned and those officially used by students and staff.
- water supplies, safe and adequate supplies at the university as well as the several centers.

—sewage and industrial wastes, proper collection, treatment and disposal for both domestic and special wastes from the university, centers and experiment stations.

—the teaching of public health courses, guest lectures, assistance in public health and safety short courses and conferences.

The present philosophy of the division is not to become over-burdened with detailed operations but rather provide consultant services and technical assistance.

Activities to date include orientation and familiarization of the university campus and buildings, investigations pertaining to general sanitation, tentative planning and details for a comprehensive environmental health program. Like many universities, The Pennsylvania State University is having an extensive building program. Recently in cooperation with the Department of Planning and Construction, the Division of Environmental Health and Safety is to check for sanitary and safety features of the proposed construction. This section will be expanded to permit a thorough review of the plans and specifications, with a detailed written report covering the findings, to be forwarded to the planning and construction authorities. All plans and specifications will be checked for compliance with approved public health engineering and safety practices.

### ***Safety Division***

This division's responsibility is a two-sided coin: it trains personnel and students in the prevention of fire and accident—or, if the coin tragically turns—in the emergency procedures for fire and accident. Other duties the division handles include:

- Has one of two safety supervisors on call constantly to investigate fire or accident for reports.
- Trains employees and students to use fire extinguishers, oxygen masks, resuscitators, administer first aid.
- Inspects all buildings and reports to dean of specific area.
- Checks fire alarm systems—residence halls conduct monthly fire drills.
- Arranges for first aid training for employees. All sports events and major campus activities are attended by first aid men. Records are kept of the 500 first aid kits located throughout campus.
- Maintains a safety library—complete set of pictures and slides on hazards and records of all accidents and fires.
- Handles workmens compensation insurance, as the "middle men" between the injured and the state insurance agency.

### ***Campus Patrol***

Consisting of a chief, captain, two lieutenants, a sergeant, a group leader, 16 patrolmen, three clerks and 30 uniformed student patrolmen, the campus patrol handles traffic, parking and evening campus watchmen duties. A prime function is detecting and correcting fire and other hazards.

A unique feature of this patrol is the student patrol program, assisting in policing the campus. The student patrol, operating under its own officers, handles practically all student activities, such as athletic contests, dances, concerts, plays, rallies and special days. It functions primarily on week-ends and in the evenings. Paid on an hourly basis, the patrol handles traffic, particularly at women's residences at curfew.

The Campus Patrol has:

- A 24 hour emergency answering service
- At least one officer on duty on campus at all times, who supervises the regular and student patrolmen
- The day shift handles traffic and parking



Members of security department reviewing plans are: Donald Marshall, public health engineer, Elwood Oliver and Howard Triebold, Jr.

- The evening shift takes care of traffic, patrolling for incidents involving people or vehicles, checks for fire hazard parking violations
- The late shift acts as night watchmen. Both evening and late shifts call in every half hour as a protective measure
- Each patrolman carries a Pagemaster radio (pocket buzzer) for the telephone operator to reach him at any time
- Trained all officers and most patrolmen in first aid, and use of emergency equipment
- Plans to equip the three patrol cars with loud speakers

### ***Disaster Planning Council***

Everyone is a chairman on this committee—because it's composed of the heads of the 13 operating committees from specific university facilities, i.e., transportation, communications, food service, medical services, police, housing, utilities, radiology and registration. This streamlined organization permits all Council members to concentrate disaster planning work on their own university work. The result: maximum efficiency in the minimum time. Objectives:

- Protect university personnel, students and property
- Aid county, state and national civil defense organizations in case of disaster

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# Rural and Thorough

**Good things are so often discovered in small packages and places and this small, rural school proves you don't need a million dollars to have a million-dollar safety activities program.**

**G**OOD things often come in small packages. And good safety programs can be carried out in small, rural schools.

With our 20 some students—in all grades—at Trail School, we have an extra special need for safety education. Located west of Aberdeen, S. Dak., our school is situated on a federal highway. Streams of traffic whiz by—but in my 15 years here, we've never had a traffic accident! We're teaching our children to learn to work and play safely, as automatically as they learn to read, write and spell. Safety education cannot be localized at any given level. The safeguarding of life is equally important in all grades.

Correlating safety with every subject and seasonal events, students read, spell and figure out arithmetic safety problems. During September, transportation was in the limelight. A highway patrolman talked with the boys and girls, explained hand signals for bicycles and bike repair, highway dangers and gave each a set of rules—plus one set to take home to their parents.

Since the pheasant hunting season begins in October, we aim our lessons at gun safety, hitting such topics as safe practices, what to wear to be seen by hunters, and how to come to school—not to cut through woods and fields at this time. Hunting and fire safety keep us busy most of October and November, while holiday hazards and fire are December focal points. Lower grades make fire engines from shoe boxes, and miniature firemen and equipment. Winter safety concentrates on transportation, play and safe performance of all ordinary, everyday experiences. Spring takes us touring—to the fire station, police station, county sheriff's office, jails, and electricity plants. Since the country has taken to the water, we stress water recreation safety just before school vacation.

Mrs. Alma Rogers is a teacher at Trail School, Aberdeen, S. Dak.

Competitors from the word *go*, the boys and girls rally forces and join safety contests in the state every time they have the chance. First comes the Extension Clubs' safety poster contest among rural children. Awards were presented at Community Club meetings where parents and adults benefited. A safety slogan contest of the state highway motor patrol not only aroused enthusiasm but also gave our school a winner, whose slogan was, "Automobiles were made to be enjoyed, not to keep undertakers employed." The T.B. Association holds a health poster contest keeping our boys and girls busy creating. Litterbug posters and slogans stimulate students to clean up around school, home and highway, with incentives coming from garden clubs and the department of highways.

In our state, we have an organization for rural children called The Young Citizens' League. Teaching good citizenship and run democratically, the League has the youngsters elect officers, appoint committees and develop safety programs by working together, supervised by their teacher. A health committee checks cleanliness and neatness all the way down to the toes—shoe laces are tied to prevent falls. The playground committee chooses safe games to play, makes up its own rules and is rigid about encouraging good sportsmanship, courtesy and safety.

This year the Citizens' League set safety as its state project. We jumped on the band wagon and made a large scrap book showing our safety work. Some young thespians made hand puppets and dramatized safety through plays and songs. Others made a miniature town, with proper safety signs at intersections. A sand table was built showing a highway, side roads and all the "Signs of Life." Hand controlled movies were developed by the children's drawing scenes showing right and wrong practices.

Sound as though our entire class schedule was safety? Certainly not! We worked hard and played hard. But as you can see, this little school is big on safety! ●

**SAFETY EDUCATION**

# BULLETIN BOARD

## Winterized teaching

Skidding around the winter driving testing grounds at Clintonville, Wis., will be about 100 state driver education supervisors and officers. Men from 42 states will participate in the driver education program, the first of its kind, Jan. 18 to 31.

In conjunction with the 1960 tests of the NSC's committee on winter driving hazards, the program includes demonstrating and teaching techniques for driving on ice and snow. In addition, the tests will: prepare supervisors to conduct similar winter training for driver ed instructors in their own states, provide material for a booklet on how to teach winter driving skills and assemble facts for a winter driving teaching unit.

## Safety liaison

A standing committee for safety education has been set up in the Department of School Superintendents of the National Catholic Educational Association. The Right Rev. Monsignor Edmund Goebel, superintendent of schools, Archdiocese of Milwaukee, is chairman. The committee responsibilities will be: to survey the needs of Catholic education in safety matters and to act as a liaison body with the National Safety Council.

## NSC OK's method

The Medical Advisory Committee of the Council's Industrial Conference has endorsed mouth-to-mouth respiration as described the American National Red Cross. Red Cross will continue to teach other methods, however. The NSC and the Red Cross have not approved any device to facilitate mouth-to-mouth respiration.

## Seeks new centers

Exploratory plans are in the offing for aiding universities in establishing safety education centers. First meeting of 25 college representatives, held during the NSC Congress, revealed general agreement on the need for more university centers. The group is studying the scope of this proposal and plans to meet sometime in Spring for further discussion.

## Custodians fight fires

A fire training institute for head custodians is being carried out in the Stockton (Calif.) Unified School District. In cooperation with the fire department, the institute was held at Stockton College. In addition, the school district trains cafeteria managers in fire fighting.

## 4-H learn auto care

Automotive care and safety have literally "hit the road" as a full-fledged project of the 4-H Clubs of America. Previously a two year pilot study, the National 4-H Automotive Program offers older boys and girls instruction and workbooks in automobile safety, care and maintenance. Conducted by the Cooperative Extension Service, the project includes teaching materials, leader training, incentives and awards for outstanding members.

WON'T YOU WRITE US THE NEWS IN YOUR SCHOOL?



## Creative Writing—

## Socio



By Lorraine Brass Thurston

In their self-appointed groups,  
students create safety  
stories. Committee work teaches  
the democratic method,  
social interaction, accident  
prevention and  
English grammar and usage.  
The short, boxed  
copy on these four pages  
are the original  
safety stories by the children.

**S**ENTENCES, sentences and more meaning-  
less sentences!

In my years of grade school, English courses consisted of just that. Applying the English facts we teach, to our daily use is something I have always tried to stress.

During the past two years, we have spent some time in our fourth grade English classes—and much free time—in writing creative safety stories. Students have enjoyed the A.A.A. Otto the Auto Series. They hear these stories each year and consider Otto a personal friend.

### ANN THE PAN

*Once there was a pan named Ann who was always playing mean jokes. Nothing gave her more pleasure than getting very hot and letting grease pop off her back and fly into the air as high as she could throw it.*

*One day Ann threw the hot grease into a waste paper basket. What fun it was watching big orange-yellow flames empty the can and hurry up a near-by curtain. How the household moved that day! A big red truck with flashing light and noisy bell stopped in front of the house. Men with high boots and odd shaped hats rushed into the kitchen. The father of the house even stayed home from work that day.*

Mrs. Thurston is a fourth grade teacher at Addison Central School, Addison, N. Y.



# grams to Safety

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No. 5

After reading Otto and discussing safety, I ask my students if they would like to write some safety stories of their own. As you know, usually some are very uninterested and show their feelings with scowls and groans. But in every class there are a few who enjoy creative expression. After I explain they may work with their best friends, interest rises. And the ground work is set ready to start a sociogram. I try each year to find the social status of each student so something can be done for those who need help. I have found no better way to accomplish this than by planning worthwhile committee work.

Each group consists of four or five students. After these groups are named, the class discusses some of the unsafe things they have seen, read about or heard. These suggestions which consist of bicycles, roller skates, etc., are listed on the board. Some have never paid much attention to rhyme so next I explain we want a name for our character—one that will sound well.

To get ideas started, we go through our list of names, discussing what unsafe things Mike the Bike could do. Armed with these suggestions, each group goes into a huddle to decide whom they would like to write about, and to choose a secretary and chairman. Here I try to bring out our democratic belief in freedom to vote for the ones who will serve best, not the one who wears the nicest hair ribbon or necktie.

Naturally while these plans are being made in the corners and middle of the room, the place gets noisy, but as long as there is no horseplay and I see earnest enthusiasm, it is overlooked. After our organization days, I let the students have free reins. They have the privilege to meet in their groups extra time, after daily assignments are finished. It is surprising what quick results an ambitious chairman can get by prodding the slow workers.

When a page or two has been completed, I work with individual groups. After hearing me read the story exactly as they have it written,

*Ann was never able to do that again because the waste basket was moved and the long curtains she used to like to spatter when they blew over her, were taken down.*

*Ann was very lively. Often she would get tired of just sitting on the stove, so would turn around. When she hung her handle over the front of the stove, she could get a better view. Ann never did find out why cook would put her handle at the back or side of the stove. Maybe just so she couldn't see what was going on in the next room.*

*One day when she was able to swing around, baby came along and pulled on her handle. Ann jumped at this opportunity to move, and how baby did cry when hot water burned his arm.*

*To add to the entertainment, mother*

*came running from another room to see what had happened and slipped in the water on her highly polished floor. Dad finally came to her rescue and later a man with a little black bag. Mother was not seen for several weeks. Ann did not know where she kept herself but often the word hospital was mentioned around the breakfast table.*

*One day Ann got mad at the cook. She didn't like her stirring her stomach so pulled away. As her handle loosened, cook grabbed her so she would not fall. How she got burned!*

*This was too much for her. Ann was thrown away. Maybe you wonder where Ann is now. We would like to know too. Beware! Maybe she slipped into your house and is waiting to pull a mean joke on you.*

with run-in sentences, repetition of words, bad usage, mixed up sequence of facts, and the need for direct quotations, they realize their mistakes at once, and correct them. I have yet to work with a group and find someone not willing to give suggestions. Sometimes the most shy comes through with ideas which prove the best and greatly raise his prestige.

After working a few more days in individual groups, my students share their stories with the rest of the class. Students are very critical with each other so oftentimes good suggestions come from these sessions. It is helpful to the class and interesting to me when a heated discussion starts as to whether it would be possible for a gun to go off by itself, what kind of bodily injury might someone get from slipping on a banana.

### GEORGE THE CORD

George was an unfortunate electric cord. People had treated him badly all his short life. The maid was always slipping him under the rug where the children walked and jumped, and how his back hurt. The mistress was always pounding tacks into George so he would fit properly under the window sills. This made George feel bad because the tacks tore his suit and how embarrassed he felt when his under wires showed. Junior seemed to be the most thoughtless. He was always jerking George out of the wall which strained and weakened his muscles.

As days went by George became more and more weakened. He needed Doctor Electric Store very badly but his master was always too busy. Finally he became so impatient he sissed at him. This did no good so George decided to go by himself.

He traveled quite a distance and was about ready to sneak out of the door when baby spied him and thought he was a toy. She picked him up in her hands, put him in her mouth and bit him. This was too much for George, he exploded. The shock was so great it made baby cry very hard. It was when the master picked up baby that he noticed what an unhealthy condition George was in.

"It's all my fault that baby was hurt," admitted father. "Tomorrow George shall go to see Doctor Electric Store and we will be more careful how we treat him."

When all possible improvements are made on the stories, they are typed and placed on our library table for all who visit our room to inspect. To the students an assignment has been finished and they eagerly share it with friends. To me it means much more.

It shows what a child can do creatively when he observes and thinks for himself. It has given him an outlet for his imagination and an opportunity to share it in a worthwhile, meaningful situation. There are any number of grammatical improvements plus handwriting, and spelling. Socially the child's status is oftentimes improved. If it isn't, I am at least equipped with some hints as how best to cope with the problem. Above all these bookish ideas, one child's life might be saved by thinking twice before doing some unsafe act. What more important thing can I as a teacher teach?

### MOLLY THE TROLLEY

Molly was a very good trolley. She always made a trip to the city if a passenger wanted to go. She was a very careful and smooth driver. She even helped tired and very old people by giving them a free ride.

One day Molly was taking a passenger to Safety City and she met a race car named Star. She thought Star was a good car, but she was mistaken. Star the car ran out in front of her, tooted loudly in her face, and did many other things that Molly had never seen in Safety City. Molly thought it looked like so much fun she asked Star to show her how to enjoy life.

Next day Molly took some passengers to Reckless Road. She chased the little children, swerved from side to side, went through red lights, sasssed and threw dirt at a policeman who was trying to help her, and did all the other things Star had taught her.

Molly the Trolley was in a terrible accident and hurt a lot of her friends. She learned her lesson and after that day Molly drives only on Safety Road.

## NATE AND HIS SKATE

Nate was tired of skating on bumpy sidewalks. He decided to go on the smooth street. He did not notice a fast coming car that just missed him. Nate didn't notice the second car that almost struck him. Out of the second car stepped a pleasant looking policeman. He told Nate how dangerous it was to skate in the street.

Then Nate went back onto the sidewalk and skated fast. He skated faster and faster, and faster. He skated so fast he did not notice Mrs. Brown until he knocked her down. He felt very ashamed and quickly apologized.

Nate decided he must be more thoughtful next time but carelessly left his skates on the porch. When his father came home from work he slipped on the skates and hurt his back.

The next day at the hospital, Nate's father said to him, "Nate, you must be more careful, always put your skates away, and never skate where it is unsafe for you or for others."

It was a painful lesson to Nate. His mother saw to that. He couldn't sit down for a whole week.

## SON AND THE GUN

One day Jack Dangerous and Pete Careful decided to play war. Pete was the proud owner of a gun but Jack would have to borrow one. That was no problem. Jack's father always left a loaded gun in the corner at home so surely he wouldn't mind lending it, even without permission.

Believing it safer to play away from town, the boys headed for the country. My but it was hot! Jack was tired so started looking for the easy way. What luck! A big truck stopped at the corner stop sign so Jack hitched a ride. Again Jack Dangerous was lucky because the truck slowed down exactly where he wanted to get off to play.

He waited patiently for Pete who said he would never ride with a stranger, or on the back of a truck when the driver had not given permission. Jack and Pete were very good friends but sometimes Jack wondered about the odd things Pete did.

Finally Pete arrived and the boys made their way under the fence. Pete carefully placed his un-loaded gun on the opposite side of the wire and crawled under. Jack couldn't bother to bend over and spend the extra time so, he climbed over the fence, gun in hand. Everything went along

fine until the trigger caught on a barb and the gun went off.

The farmer hearing a shot on his posted land, ran to where he saw one of his best horses with blood streaming from its leg. The boys arrived at about the same time and realized the mistake.

Two frightened boys and one upset farmer looked on as the veterinarian examined the wound. They were all relieved to hear that the horse would live with much care and many treatments.

An agreement was made that Jack Dangerous's father would pay all the bills and both boys would work on the farm for one month. The boys worked so very well, the farmer encouraged them to spend the rest of the summer helping him. When fall came the farmer was so well pleased with Jack's work and safety improvement, he gave Jack an old gun he had no use for and permission to play anytime on his land.

Jack's father learned as much as did the boys. For him it was a very expensive lesson. You can bet he thinks twice and never leaves a loaded gun around the house. The gun is put away out of reach of children and is checked for bullets whenever it is handled.

# The Title Page

Books, pamphlets and films of interest to safety educators

By Lois Zearing  
Director, NSC Library

## Bulletin Boards

*Easy Bulletin Boards.* Robert A. Hein and Esther K. Davis. 1959. 49pp. Easy Bulletin Boards, P. O. Box 103, Cleveland 21, Ohio.

A handbook for teachers, librarians, and others who are faced with the regular task of setting up attractive bulletin board displays. Offers ideas applicable to safety bulletin boards.

## Falls

*Tumble Trouble.* 1959. Berk and Co. 22 E. 60th St., New York 22, N. Y. Price 10¢, quantity prices on request.

An illustrated booklet, lightly written but with a serious meaning, to help prevent falls in the home.

## Films

*Impact.* 16mm., 12 mins., black and white, sound. Educational Film Sales Dept., University of California, Los Angeles 24, Calif. Price \$65.00. Rental \$2.50.

This film summarizes seven years of research and experimentation on automobile collisions by the University. Is an excellent educational aid for all driver education groups.

*Outboard Outings.* 35mm., 20 mins., color, sound. Information and Education Dept., Aetna Casualty and Surety Co., Hartford 15, Conn.

This film was produced in cooperation with the U. S. Coast Guard Auxiliary and features Garry Moore as narrator. Considered a most comprehensive and authoritative film ever made on boating safety.

*Safe Driving With Stop and Go.* S-483, 13½ mins., color. Available from Association Films, Inc., 347 Madison Ave., New York 17, N. Y. Free.

The popular "Stop and Go" marionettes now grown into teenagers embark on a driving crusade. This story stresses the fact that most accidents are from thoughtless, careless and selfish acts on the part of the driver.

*Signs Take a Holiday,* a new National Safety Council traffic film, done in animation and telling the story of the importance of traffic signs, signals and markings in today's complex motorized society, had its premier at the National Safety Congress.

Produced with the help of the Railroad Highway Traffic Safety Committee of the Railroad Section, the 16 mm., 12 mins., movie is a natural for all industrial off-job safety programs, appealing to both school ages and adult audiences. Five hundred copies of a companion leaflet, *Signs You Must Know*, using 33 illustrations from the movie and designed as an audience handout piece, are given free with the purchase of each film.

The index to Safety Education Magazine, Vol. 38, Sept. 1958 through May, 1959, is now available. Write Library, National Safety Council.

Horace Heimerhoff, the usually happy protagonist, loses his temper when given a parking ticket and wishes that all signs and signals would be abolished. His angry wish is strangely granted, much to his surprise, and with immediate and horrible results. Cars crash and all kinds of animated chaos follows. Horace, shaken and bruised, finally recognizes that traffic signs are very useful things to have around.

Price of single print copies of the 16 mm. black and white sound film is \$60 each; 2 to 9 copies, \$55 each, and 10 or more, \$48 each. Order by stock No. 379.42.

The leaflet is sold in packages of 100. Prices are: 1 to 9 packages, \$2.00; 10 to 49, \$1.40; 50 to 99, \$1.30; 100 to 199, \$1.20, and 200 or more, \$1.10. Order by stock No. 399.81. All prices subject to 10 per cent discount to Council members.

*Stop and Go On a Bike.* S-993, 13½ mins., color. Available from Association Films, Inc., 347 Madison Ave., New York 17, N. Y. Free.

The safety marionettes teach the do's and don'ts of bicycling.

*Stop and Go—The Safety Twins.* S-931, 13½ mins., color. Available from Association Films, Inc., 347 Madison Ave., New York 17, N. Y. Free.

An excellent film with two delightful marionettes "Stop and Go" which can be used to teach children safety rules.

## Listening

*Ten Guides to Good Listening.* Ralph G. Nichols. 6pp. Reprinted from American Educator Encyclopedia, Tangle Oaks Educational Center, 801 Green Bay Road, Lake Bluff, Ill. Single copies free.

As these guides can apply to any subject, instructors may find these helpful in teaching safety.

## Rules and Regulations

Handbook of Safety Rules and Regulations from the Administrative Guide, Los Angeles City Schools. 1959. Loose leaf. Cecil G. Zaun, Supervisor of Safety Education, Los Angeles City Schools, 450 N. Grand, Los Angeles 12, Calif. Distribution limited by state law.

The handbook is a restatement and codification of the policies adopted by Los Angeles City Board of Education (rules) and of the administrative procedures (regulations) established by the superintendent of schools to implement those policies.

## School Bus

*School Bus Supervisor's Guide,* National Safety Council.

A manual on how to organize and administer a school bus safety program. It tells how to record and analyze the driving performance of individual drivers. Also contains information on getting maximum use from the Council's School Bus Safety Service.

SAFETY EDUCATION



# Safe Use of Pesticides

## in the home and home garden



1. Householders, apartment dwellers and home gardeners have been using more pesticide chemicals every year. These materials, available in spray cans, bottles and packages, are performing a thousand and one needed tasks.

2. They help to keep homes free of ants, roaches, silverfish and other insect pests. They protect flowers, trees and businesses from damage by insects and plant diseases. They keep out destructive rodents. And they clear lawns of unwanted weeds.

3. Where these chemicals have been used according to label directions, they have achieved striking success. They are among the new developments which help to make living today healthier, more comfortable and in many ways better than it was a generation ago.

4. Just as pesticides help keep homes and home gardens free of unwanted pests, they protect our food and fiber crops from damage. They are widely used by the United States Public Health Service and state and local health agencies to wipe out disease-carrying insects and rodents. In this way they help protect our nation from diseases.

5. But like any tools, modern or old-fashioned, pesticides must be handled with care. Directions and cautions on container labels must be read and they must be followed to the letter.

6. For example, the label on an aerosol or spray can of household pesticide will tell you what insects the spray will control. It will probably list ants, roaches, waterbugs, silverfish and a number of other pests you don't want in your house. The label also will warn you not

to get any of the spray on your skin (if you do, wash it off immediately). The label will warn you not to inhale excessive amounts of the spray, and it will caution you to remove pets, fish bowls and the like from the room before spraying.

7. Those pesticides which are highly toxic are required to be labeled with the skull and crossbones, the word "POISON" in red on a contrasting background, and a suitable antidote statement. They will also be labeled with the precautions to be observed when using them.

8. A pesticide spray in one container may be quite different from the spray in another container. This is why all pesticide manufacturers and all safety experts tell you to *read the label on each container before each use and follow the directions.*

9. Why is there so much information on labels on pesticide containers? It is put there by the manufacturer for two good reasons.

- a. The first is that when he sells the product as suitable for a given use, he gives you the directions for using the product effectively and safely. This, you might say, is his moral obligation.
- b. The second reason is that federal and state laws back up this moral obligation. These laws require that the label must bear adequate directions for effective use and warnings against hazards of misuse. Every label must be approved by government experts and registered with the U. S. Department of Agriculture under the provisions of the Federal Insecticide, Fungi-



When spraying indoors, keep children, pets out of room; open windows; roll down sleeves and button up collar.

cide and Rodenticide Act. The manufacturer must supply scientific research data to prove his claims and show that his directions and warnings are accurate.

- c. To go even further, it has been made unlawful by federal and most state laws to distribute any pesticide if the container does not bear an accurate label.

10. The labels for such products are required by law to include the following:

- a. The name of the product
- b. The name and address of the manufacturer or distributor
- c. A statement of net contents
- d. A statement of the active ingredients present
- e. Full directions for use
- f. Cautions and warnings adequate for safe use



11. There are about 50,000 trade named pesticide products, a number of which are intended for household and home garden use. These are made from about 200 basic chemicals. So you can see the importance of reading

the label on each container to see what is inside and how to use it.

12. Statistics fail to prove the exact number of fatalities directly attributable to pesticides. Records do show that the accidents caused by the misuse of household and home garden pesticides are fewer than accidents from the misuse of certain other common household materials. However, accidents occur and will continue to occur if people are careless. Most accidents are caused by one or another of these unsafe practices:

- a. Leaving containers where children or irresponsible people can reach them and open them.
- b. Failing to read and follow directions and warning statements on the label.
- c. Disposing of empty containers in a careless manner.
- d. Transferring a pesticide chemical from its original container to an unlabeled one, particularly one recognized as a food or drink container.
- e. Applying the pesticide carelessly or contrary to directions.
- f. Not washing thoroughly (if directed on the label) when pesticide spray or dust has come in contact with the skin.

13. Significantly about 75 per cent of the accidents from misuse of pesticides occurred to children under 10 years of age, and about 90 per cent of these occurred among children under five. Most accidents would be prevented if the individuals involved or older members of



## Pesticide Safety Check List

Yes No

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Do you always read the label before using sprays and dusts and follow the directions?                                |
| <input type="checkbox"/> | <input type="checkbox"/> | Do you store sprays and dusts in original, labeled containers?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Do you keep pesticides out of the reach of children, pets and irresponsible people?                                  |
| <input type="checkbox"/> | <input type="checkbox"/> | Do you avoid smoking while spraying or dusting, when this is directed?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Do you avoid inhaling sprays or dusts, and wear protective clothing and masks, when directed to do this?             |
| <input type="checkbox"/> | <input type="checkbox"/> | Do you avoid spilling materials on your skin, and wash immediately when they are spilled accidentally?               |
| <input type="checkbox"/> | <input type="checkbox"/> | Do you wash hands thoroughly after spraying or dusting and before eating or smoking?                                 |
| <input type="checkbox"/> | <input type="checkbox"/> | Do you cover food and water containers when treating around livestock or pet areas?                                  |
| <input type="checkbox"/> | <input type="checkbox"/> | Do you always dispose of empty containers so they pose no hazard to humans, animals, or valuable plants?             |
| <input type="checkbox"/> | <input type="checkbox"/> | Do you wash contaminated clothing before reuse, when this is directed?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Do you always observe label directions to keep residues on edible portions of plants within limits permitted by law? |

*All answers should be "yes."*

their families would follow these precautions:

- a. Read the label — follow instructions for application and heed all directions, cautions and warnings.
- b. Store pesticides in locked cupboards or rooms where children, pets or irresponsible people cannot reach them. Don't store them near foods of any kind.
- c. Keep pesticides only in their original containers. Always keep them tightly closed and never put them in other containers such as unlabeled gallon jugs, pop bottles, milk bottles, buckets, cups, paper bags or

other common food containers.

- d. Don't smoke while using pesticides, and avoid breathing spray mists or dusts. Be sure that you wear a suitable mask or respirator if the label recommends it. Keep your sleeves rolled down and your collar buttoned.
- e. Use only the amount of pesticide called for on the label.

14. If you should spill some pesticide material on yourself, remove the contaminated clothing and wash yourself thoroughly with soap and water.



**WRONG:** Pesticides stored under sink invite danger.



**RIGHT:** Put insecticides high above a child's reach.

15. Always wash your hands and face after using pesticides. If you have been exposed to dust or spray mist, change your clothing, too.

16. When using insecticides or other pesticide sprays or dust in the home, remove or cover food and water containers. Don't leave aquariums or fish bowls exposed, and be sure to keep pets out of the treated area until the spray mist has completely settled. This is particularly important when you are using one of the currently popular insecticide fumigating devices.

17. Remember that some weed-killing pesticides will injure valuable ornamental plants and shrubs if they are carelessly used. The amount which is left in an improperly cleaned spray-gun, for example, is enough to injure susceptible plants. Be sure you clean your equipment thoroughly as directed in the label after using a weed-killer, or better still, have a separate piece of equipment for use only with herbicides.

18. Don't leave empty pesticide containers where they will be a hazard to humans, especially children, animals or valuable plants. Burn paper bags and cardboard boxes, being sure to stay out of the smoke, and never re-use empty cans and bottles that have contained pesticides.

19. If you should suddenly feel sick while using a pesticide, or shortly afterwards, call your family doctor immediately. Doctors, hospitals and Poison Control Centers have available information to treat you effectively if they are called immediately. In an emergency, be sure to take the pesticide container and any attached labeling to your doctor or to the Poison Control Center or hospital.

#### Source materials

20. Plant Pest Control Division, Agricultural Research Service, U. S. Department of Agriculture, Washington 25, D. C.

21. National Agricultural Chemicals Association, 1145 Nineteenth St., N.W., Washington 6, D. C.

22. Chemical Specialties Manufacturers Association, 50 E. 41st St., New York 17, N. Y.

23. Food & Drug Administration, U. S. Department of Health, Education & Welfare, Washington, D. C.

24. Public Health Service.

This data sheet was prepared for the National Safety Council by the Pesticides Regulation Branch, Plant Pest Control Division, Agricultural Research Service, U. S. Department of Agriculture.

### Safety Education Data Sheets available are:

#429.04-	#429.04-	#429.04-
-19 Alcohol and Traffic Accidents	-43 Hiking and Climbing	-63 School Bus Safety: Educating Pupil Passengers
-78 Amateur Electricians, Safety for	-91 Home Lighting	-73 School Bus Safety: Operating Practices
-26 Animals, Domestic	-41 Home Workshops (Rev.)	-67 School Dramatic Productions
-37 Animals in the Classroom	-42 Horseback Riding	-47 School Fires (Rev.)
-57 Auto Shop (Rev.), Safety in the	-62 Iceboxes and Refrigerators, Hazards of Discarded	-85 School Lunch Room, Safety in the
-66 Baby Sitting	-79 Industrial and Vocational Education Programs, Coordinating Safety in	-40 School Parties
-49 Bathroom Hazards	-70 Kites and Model Airplanes, Safety with	-83 Sheet Metal Shop, Safety in the
-1 Bicycles	-23 Laboratory Glassware	-17 Sidewalk Vehicles
-18 Camping	-7 Lifting, Carrying and Lowering	-84 Skiing Safety
-14 Chemicals	-53 Machine Shop (Rev.), Safety in the	-28 Small Craft
-59 Chemistry Laboratory, Safety in the High School	-2 Matches	-71 Sports: Baseball, Safety in
-86 Cigarette Fire Hazards	-36 Motor-Driven Cycles	-77 Sports: Basketball, Safety in
-80 Counselors and Helpers in Summer Camps	-55 Motor-Vehicle Speed	-72 Sports Football, Safety in
-6 Cutting Implements	-31 Night Driving	-75 Sports: General Practices, Safety in
-68 "Do It Yourself," Safety in	-16 Nonelectric Household Equipment	-54 Summer Jobs: laborers, home yard, service-station
-9 Electric Equipment	-82 Office Safety	-45 Summer Jobs—Farm
-87 Electrical Shop, Safety in the	-65 Part-Time Jobs: Food Handling, Safety in	-27 Swimming
-34 Electrical Storms, Safe Conduct in	-13 Passenger Safety in Public Carriers	-15 Tools, Hand
-5 Falls	-10 Pedestrian Safety	-4 Toys and Play Equipment
-60 Farm Mechanics Shop (Rev.), Safety in the	-92 Pesticides, Safe Use of	-89 Track and Field Events
-3 Firearms	-29 Play Areas	-33 Traffic Control Devices
-25 Fireworks and Blasting Caps (Rev.)	-69 Playground Apparatus	-48 Unauthorized Play Spaces
-44 Fishing, Hook and Line	-74 Playground Surfacing	-88 Vision and the Driver (Bad) Weather Conditions, Safety in
-12 Flammable Liquids in the Home	-8 Poisonous Plants (Rev.)	-76 (Bad) Weather: Hazards, Precautions, Results
-61 Floors in the Home	-35 Poisonous Reptiles	-90 Wearing Apparel, Flammability of
-20 Gas, Cooking and Illuminating	-21 Poisons, Solid and Liquid	-56 Welding and Cutting Safety (Rev.)
-50 General Metals Shop, Safety in the	-24 Public Assembly, Places of	-30 Winter Driving
-64 Graphic Arts Shop, Safety in the	-51 Pupil Excursions, Safety in	-32 Winter Sports
-81 Gun Clubs: Their Organization and Activities	-38 Railroad Trespassing	-58 Winter Walking (Rev.)
-22 Gymnasium (Rev.), Safety in the	-11 School Buses—Administrative Problems (Rev.)	-46 Wood Shop, Safety in the
-52 Highway Driving, Rules, Precautions		

Data sheets from SAFETY EDUCATION are available from the National Safety Council. 10 to 99 copies, \$.06 each. Lower prices for larger quantities. Order by stock #429.04 and the title and number of the data sheets. Complete set of data sheets—\$4.20. All prices are subject to a 10 per cent discount to N.S.C. members and schools, colleges, universities and public libraries.

January 1960

## lower elementary safety lesson



### Mr. Safe-Ty Helps His Friends

Mr. Safe-Ty was a friend of everyone.  
He wanted everyone to be safe.  
He took off in his helicopter.  
It was a cold winter day.  
He saw children sliding down a hill.  
The hill ended in a busy street.  
He called out to the children.  
What do you think he said?



He flew toward the South.  
He saw children starting to cross a pond.  
A sign on the pond said THIN ICE.  
He shouted, "\_\_\_\_\_."  
(Can you tell what he shouted?)

He flew on farther south.  
There was no snow or ice here.  
He flew over a playground.  
He saw children pushing to get on a slide.  
He called out to them.  
He said, "Children, take \_\_\_\_\_ on  
the slide. Study this month's picture to learn to be a good sport and to be safe."



He saw children playing on the swings.  
One child started to walk in front of the swings.  
Mr. Safe-Ty shouted, "Stand \_\_\_\_\_." "Keep \_\_\_\_\_  
from the swing."  
Then he flew back home.  
He said to himself, "I hope the children remember."  
What should the children remember?

**Draw some pictures of safe play in winter.**



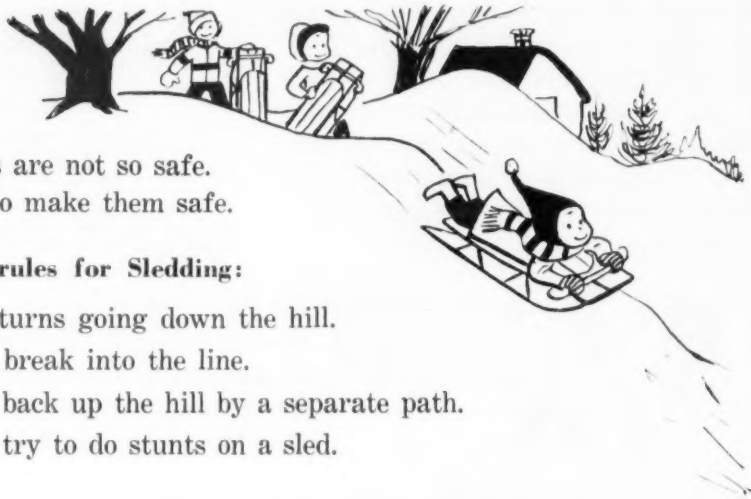
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461.01-1. Write the Council, membership department.

Prepared by James Mann, principal, Hubbard  
Woods School, Winnetka, Ill.; past general  
chairman, Elementary School Section, National  
Safety Council.

## Winter Fun at School



Winter brings a special kind of fun.  
Snow covers the ground.  
We can run and play in it.  
We can make "angels" in the snow.  
We can make snow men.  
We can make snow faces on the trees.  
These are all safe things to do.



But some things are not so safe.  
We need rules to make them safe.

### Here are some rules for Sledding:

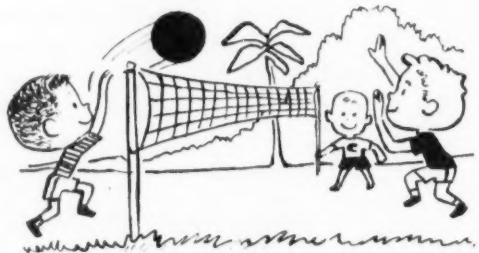
- ▶ Take turns going down the hill.
- ▶ Don't break into the line.
- ▶ Come back up the hill by a separate path.
- ▶ Don't try to do stunts on a sled.

### Here are some rules for Snowballing:

Have a separate place for throwing snowballs.  
Don't pack snowballs too hard.  
Play fair: be good sports.  
Don't throw snowballs off the snowball area.

### Some Rules for Safe Play

1. Take turns like the children in this month's picture.
2. Never push or shove others
3. Stand back from swings or Hi Fly
4. Be cheerful and friendly
5. Be a good sport.



**Draw pictures of children having safe winter fun**

January 1960



upper elementary

## safety lesson

### Safe Play in Winter

Do you enjoy playing in the snow like the children in this month's picture?  
It is fun to run and jump in it.

Or you lie down and make *angels*.

You can roll up a huge ball for a snow man, or  
make snow faces on the trees.

Next come snowballs and a lively snowball fight.

**What does this have to do with safety?**

You will know if you will study the picture and  
then can answer the questions below:

#### To and From School

1. When snow comes, leave your bicycle at \_\_\_\_\_.
2. Throwing \_\_\_\_\_ at cars is very dangerous. It might cause the driver to lose control of the car and have an \_\_\_\_\_.
3. When streets are snowy or icy, cars cannot \_\_\_\_\_ as \_\_\_\_\_ as usual.
4. Icy spots on walks or steps should be covered with \_\_\_\_\_ or \_\_\_\_\_.
5. If you see large icicles hanging from the gutters, report immediately to \_\_\_\_\_.



#### Good Sportsmanship at School

If you can choose the right words for the spaces below, you will see how good sportsmanship makes winter sports safer for all.



1. Have a special area for throwing \_\_\_\_\_.
2. Throw snowballs only at those who want to \_\_\_\_\_.
3. Never throw snowballs that are \_\_\_\_\_.
4. On the coasting hill, take \_\_\_\_\_.
5. Come back up the coasting hill by a \_\_\_\_\_ path.



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Prepared by James Mann, principal, Hubbard Woods School, Winnetka, Ill.; past general chairman, Elementary School Section, National Safety Council.



## Winter Sports — North and South

Jim and Joe are pen pals. They exchange letters. Jim lives in the North. Joe lives in the South. Both like sports. Here are the letters they wrote.

January 1, 1960

Dear Joe,

My favorite winter sport is skating. I skate on a rink near home. I do not skate on ponds or rivers. I keep my skates sharp and watch for sticks and bumps on the ice. Then I have no accidents.

I am now learning to ski. My uncle is teaching me how. Until I learn well, I will ski only on low hills.

We have a sledding hill at school. We line up for turns and come back up the hill away from the sledding path. It is also a rule that we don't do stunts on sleds or cut each other off. We call that good sportsmanship.

Write and tell me what you do in winter.



Your Pen Pal,  
Jim

January 10, 1960

Dear Jim,

Thank you for your letter. We almost never have snow or ice here; so we can't skate or slide.

When it is stormy, we play inside. When it is nice, we play our usual team games; we hike or ride our bicycles, and we play on the equipment in the park.

In our safety club at school we talk about taking turns and staying out of the way of others on the equipment. We make rules for walking or riding bicycles on the highways. We also talk about how we should follow the rules when playing team games. This makes it safer for everybody.

Come and see me sometime.

Your friend,  
Joe



Make a list of safety rules for the sports that Jim and Joe wrote about. Can you add other rules for winter sports?

January 1960

junior high school

## safety lesson



### Traffic Tips

#### A "Good" Speed?

If one driver signals for a decrease in speed because of something in the road ahead, the second driver should relay the signal to the third driver, and so on down the line of cars. If just *one* driver fails to see or relay the signal, what will happen? If just *one* car on snow or ice hits the car in front of him, it will shove the hit car into the next one. The driver who bumped the car in front of him will be stopped short and the car in back of him will be unable to stop—resulting in a long line of smash ups. Study the visual aid and discuss this problem.

#### What, then, is a "good" speed?

A "good" speed is one that enables a driver to stop in time to avoid an accident. But even a safe driver operating at a "good" speed is *not* safe unless other drivers watch their speed rates too. Because of the heavy traffic on the road today, all drivers must cooperate and think not only for themselves, but for the other fellow as well. This is *especially* true during this month because of the weather and road conditions. Therefore, a "good" speed is a safe speed, one that is adjusted to weather, traffic and road conditions.

#### Break Safety Records— with Brake Records

Many people are amazed at the distance required for stopping a car. It is almost impossible for anyone to figure the amount of time it takes for a driver actually to see and decide to apply the brakes—the

mental reaction time. The application of brakes—the *physical reaction time*—can be measured, as well as the distance required to stop.

Listed below are given rates of speed. See how much you know about stopping distances by estimating the number of feet or car lengths required to stop at each speed. You'll be surprised to find how difficult this is to estimate—even when you have lots of time. Imagine if you had to estimate in a split second while driving!

#### Directions:

1. Base your answers on the assumption that the road is a good surfaced, dry road.
2. Base your answers on both mental and physical reaction time and on stopping distance required. (Use mental reaction time as  $\frac{3}{4}$  of a second.)
3. Assume that the car and brakes are in good condition.

Rate	Stopping Distance Required
20 mph _____ ft.	_____ car lengths
30 mph _____ ft.	_____ car lengths
40 mph _____ ft.	_____ car lengths
50 mph _____ ft.	_____ car lengths
60 mph _____ ft.	_____ car lengths
70 mph _____ ft.	_____ car lengths
70 mph—532 ft. or about 30 car lengths.	
or about 14; 60 mph—366 ft. or about 20;	
mph—149 ft. or about 8; 50 mph—243 ft.	
lengths; 30 mph—88 ft. or about 5; 40	
Answers: 20 mph—about 47 ft. or 3 car	



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Prepared by Dr. Vincent McGuire, associate professor, Secondary Education, Department of Education, University of Florida, Gainesville, Florida.

## Stop On A Dime?

You've heard some foolish drivers say that they can "stop on a dime." If you interpreted such a statement literally, how many dimes would it take to stop (not including mental reaction time) for the following speeds?

Directions: Use 11/16 of an inch as the diameter of a dime and round your answers to the nearest whole number.

20 mph.....	dimes
30 mph.....	dimes
40 mph.....	dimes
50 mph.....	dimes
60 mph.....	dimes
70 mph.....	dimes

Answers: 20 mph—820 dimes; 30 mph—1,536 dimes; 40 mph—2,601 dimes; 50 mph—4,241 dimes; 60 mph—6,988 dimes; 70 mph—9,286 dimes.

## Winter Traffic

Now that you have some knowledge about how long it takes to stop a car at various speeds, start thinking about how the winter ice and snow affect stopping distances.

Although it's possible to stop a car going 20 mph within 47 feet on a dry concrete surface, the same car traveling at the same speed needs approximately 60 feet on loosely packed snow, and 195 feet on glare ice at 20 deg. F in order to stop. Cars traveling at greater speeds will, of course, require greater distances for stopping. The snow and ice increase the traffic dangers—and consequently, the pedestrian dangers.

## Walking Can Be Grave Business

The pedestrian accident rate in winter is always high—despite the fact that motor-vehicle mileage is lower than in other months. This, of course, is due to the extremely dangerous weather and road conditions.

What are some of the ways you can cut down on pedestrian and traffic accidents in your community? Here are some suggestions:

1. **Visibility:** Ear muffs, scarves, umbrellas, turned up collars, and hats pulled down low over the eyes, prevent good visibility by the pedestrian. Iced or foggy windshields, steamed windows, and small cleared windshield wiper areas prevent good visibility by the motorist. Put the two sets of handicaps together and you have a dangerous situation.

Therefore: make certain you have good visibility when you walk, and think about the motorists' handicaps and make allowances for them.

2. **Slippery Surfaces:** You've already learned about the stopping distances required for cars—especially on an icy street. In addition, the pedestrian has slippery surfaces upon which to walk.

Therefore: since slippery streets make sudden stops impossible, both pedestrian and driver should adjust their walking and driving habits accordingly—making allowances for greater stopping distances.

3. **Sleds and Traffic:** Sleds are made to slide on slippery surfaces. Cars aren't made to slide on slippery surfaces—but they do.



Therefore: sleds should never be used on streets unless the streets are blocked off and sledding is supervised by competent authorities. Never, never have sleds towed by a car. Never, never use hidden roads or driveways for sledding purposes.

## How Can You Help?

► You can help to cut down on the traffic and pedestrian accidents in your community by being extremely careful in your personal behavior.

► You can help your family by making sure each day that the windows and windshield of the family car are as clean as possible.

► You can help by keeping your sidewalk clear of slush, or by sprinkling sand or ashes over icy surfaces.

► You can help by devising some safety clothing for those who must walk after dark. For example, the people of Columbus, Ohio worked together to cut down on pedestrian accidents by having strips of luminous tape, similar to the tape you see on automobile bumpers, sewn on clothing so motorists could see the pedestrians.

► Perhaps the most efficient way to cut down on the traffic and pedestrian accident rate is to study the overall problem in your community. How can you start? Write your state or local safety council, traffic bureau or police department to get the facts and local problems.

Begin the new year right. Study your local problem carefully, then take positive action to make your community a safer place in which to live!





**FOLLOW**  
at a **SAFE**  
**DISTANCE**

## senior high school safety lesson

### Traffic Tips

#### Know Your Signals

The importance of knowing and using the correct hand signals can be seen when we read about parkway accidents in which as many as 30 cars are involved. In a case, such as is shown in this month's visual aid, the first driver may have to decrease his speed suddenly and may give the correct signal. Too often, however, the following driver will merely jam on brakes but will fail to signal to the driver behind him. The result is an "accordion" smash up—each driver ramming the car in front of him. The chain reaction is similar to the series of bumps of freight train cars as they come to a halt. There are major differences however—automobiles will be traveling faster; automobiles contain human beings instead of freight, and automobiles are not as sturdy as freight cars.

The safest procedure is to keep your distance behind the car in front (approximately one car length for every 10 mph), and to use the proper hand signals.

#### Passing—"Chance" or "Opportunity"?

A story is told about a motorist following a truck on a busy parkway. Because of the heavy traffic, the man was unable to pass the slow moving truck. Finally the man's wife, irritated by the slow rate of speed, said,

"John, you've had at least 10 chances to pass that truck. Why don't you go by him?"

The man calmly replied, "My dear, I'm waiting for an *opportunity* to pass—not a *chance*."

Too often, a driver takes a *chance* when passing a car—rather than waiting for an *opportunity*. A driver should check at least six things before he attempts to pass a car. See if you can list the six basic factors necessary to check in order to pass safely. (There may be additional factors depending upon situations and conditions.)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

#### Pass Safely—Don't Pass Into Oblivion!

Answers: Check the road line—is there a yellow line on your side of the center line indicating "do not pass?" Check the road ahead for oncoming traffic—is there time to pass and get back in the right lane? Are there any side lanes or cross roads ahead where cars might enter the main road? Is there any traffic behind you or beginning to pass you? What is your speed—can you pass the car without exceeding the speed limit? Has the driver in front of you signaled a turn?

#### Winter Driving

During this month, snow and ice will increase the dangers of driving. Extra precaution should be exercised. Here are some winter driving tips to follow:

1. Put one or two sandbags in the trunk of your car. The added weight will help your tires grip better. Also, if you get stuck on a slippery surface then you will have sand available to sprinkle on the ice or snow in order to gain more traction.



2. Prepare for winter driving by putting chains or snow tires on your car wheels. Do not lower the tire pressure. Insufficient air pressure can cause skidding rather than prevent it.



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Prepared by Dr. Vincent McGuire, associate professor, Secondary Education, Department of Education, University of Florida, Gainesville, Florida.

3. Hand signals are always a "must" in any kind of weather. But in winter driving, you should give a hand signal for a stop or turn *well in advance* so the driver following you can adjust his speed in time.

4. Carry some equipment in your trunk—small shovel, length of chain or rope, flares, etc.—so that if you do get stuck, you will stand a better chance of getting free. Then too, if a passing motorist offers to help you always have him *pull* you (using your chain or rope) *not* push you.

5. Never jam on brakes. The best way to brake is to "feather" or pump your brake pedal lightly and rapidly. This is always good advice, and *especially* in winter. Hard braking causes

skids. Pumping your brakes will be far more efficient and safe.

6. "Drive ahead." Always extend your vision and, more important, your thinking to traffic hazards ahead. Be on the lookout for icy or snowy patches that might give you difficulty. If you see a stalled or slow moving car ahead, adjust your speed accordingly.

7. If you are planning a trip, check weather conditions carefully *for the route which you plan to take*. Keep your car radio on for last minute weather information.

8. Watch your speed. Always drive at a safe rate of speed. In winter driving a "safe rate" means driving more slowly than usual.

### Check Local Situation

In any kind of business, the owner must know whether or not he is making a profit. He must determine what items are really selling, and which are causing him loss instead of profit. In order to examine his business closely, he takes a periodic inventory of his business.

This procedure can and should be used in regard to traffic problems. A community can devise all kinds of laws, install various safety devices, and carry on many safety campaigns. But unless a study is made or an *inventory* is taken in regard to the traffic problem, much good effort can



be wasted. The National Safety Council has developed a *Traffic Inventory* to help communities plan more efficiently for accident prevention. Why not take your own school inventory. Check what is being done to promote safer driving—and what still needs to be done. Then organize your Traffic Safety projects.

### Walk Right—So You'll Be Left

All of us like to be right, but it's a poor reward to lie in a hospital bed and have a motorist visit you to admit he was wrong. The best procedure is to know what you should do—and—what the other fellow *might* do.

Listed below are hints that should provide you with ideas for good safety rules *for pedestrians* to follow. See how creative you can be by listing a rule after each group of clues. List all the different rules on the board when all have finished.

1. Rain—sleet—umbrellas—upturned collars—ear muffs—packages.

Rule: \_\_\_\_\_

2. Icy streets—wet pavements—skidding cars—signal lights—crossing streets.

Rule: \_\_\_\_\_

3. Christmas lights—glittering streets—glaring headlights—reflections from store lights.

Rule: \_\_\_\_\_

4. Busy schedule—late for school short cuts—crowded sidewalks—heavy traffic.

Rule: \_\_\_\_\_

5. Winter sports—skiing—hills blocked for sleds—silent speed.

Rule: \_\_\_\_\_

**Suggested Answers:** 1. Always have clear visibility when walking. 2. Stay *on the curb* until the signal light indicates you should cross—then look both ways before crossing. 3. Try to avoid night walking, but if you do walk after dark, try to think for the motorist as well as for yourself. 4. Allow more time for winter walking, and don't cross the street except at walkways. 5. Walking can be dangerous where skiing, sledding, and other sports are going on; look carefully before you walk.



## Ash Trays Affect Driving

from page 8

room for his ashes and butts will be distracted from driving. For several reasons the more refuse in the receptacle the greater the chance of a fire. A fire could prove costly if it were not discovered and extinguished at the very start.

An accumulation of mud, snow or ice on the clutch and brake pedals is sometimes difficult to avoid. Hazards from slipping off the pedals should be eliminated by cleaning shoes and pedals with a stick or other suitable object. Cleaning should be done only after the car is parked in a safe place off the roadway. If the driver is unable to clean the pedals immediately, he should give himself extra stopping distance and reduce speed.

Dust on the floor coverings is a menace since it can blow into the eyes, especially when air vents or windows are open. Dust irritation and annoyance can also speed up the process of driver fatigue.

In most cars there is a space three to five inches high beneath the front seat. This is a convenient place for pop bottles, candy bar wrappers, newspapers, jack handles and other objects to accumulate. This space should be kept clear because it is a vital part of the heating, ventilating and air circulation system.

Another reason for keeping this area clear is that anything sliding or rolling from under the seat onto the front floor could distract the driver or interfere with the operation of foot pedals.

Loose, hard objects anywhere inside the car are potential missiles of injury in the event of an emergency stop or an accident. If you must carry such objects inside your car, put them in the luggage compartment, parcel compartment or fasten them securely in place with straps or clips. For example, a clip can be purchased from an accessory store which will hold a flashlight in a safe, convenient location on the side of the steering post.

The trunk should be kept orderly and free from heavy, sharp or protruding objects, flammable or acid substances, which might cause trouble if the car is in a collision or should overturn.



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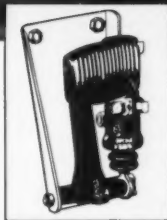
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## Can You Top Penn State?

from page 17

### Health Physics

Until 1955 the entire radiation safety problem rested with the individual users. As long as the amount of radio-isotopes handled was small, there existed only a small justification for a full time radiation protection service on campus.

In August, 1955, the first university owned swimming pool type reactor in the world was placed in operation on this campus. A completely new radiation environment was created, and multiplied the radiation protection problems.

To provide adequate protection in light of the new problems, a radiation safety officer was appointed and a measurement and preparation laboratory established. The exact name of the

radiation protection function varies from place to place, but it is most conventional to call it Health Physics and to identify those adequately trained in its various ramifications as Health Physicists. The title for the radiation protection office and officer was correspondingly selected to agree with this accepted designation.

The essence and foundation of health physics work is good reliable radiation measurement in all forms followed by intelligent interpretation. As a result, much stress must be placed on a well outfitted laboratory capable of meeting any new measurement problem. An adequate supply of properly maintained and calibrated portable survey instruments and monitors is essential. A major fraction of the health physics measurements are made with those portable radiation survey meters and small individual monitoring units.

Much time must be spent in the various radio-isotope laboratories in monitoring, inspecting, and consulting on new radiation problems. Permanent records must be produced which show that the inspections have been made and that the radiation situation, as analyzed, showed no hazard was present. Such visits to the various radio-isotopes labs also permit the updating of campus wide inventory and waste disposal records.

In conjunction with the operation of the research reactor a program of site monitoring and background measurements has been instituted. Samples of soil, air, water, vegetation and animal forms are analyzed routinely for radioactivity to determine present levels and any possible changes.

One of the most important phases of health physics work is in education and training. Time wise, this can be, to an extent, a most profitable investment. Many short courses and lecture series have been given to familiarize research workers and others with radiation problems. A formal course is given once or twice a year in radiation safety.

The Health Physics Department will be involved in many other functions ranging from consultant services in new laboratory design to the solution of waste disposal problems●

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# Accident Areas Revealed In Annual Report

THE Annual Report, 1958-1959, of the Chicago Public Schools accident reporting includes the following facts.

The city's school accident rate was 8.7. The two most dangerous months were October and May, while the greatest number of accidents occurred during 10 to 12 a.m. Again, boys had twice as many accidents as girls and the 10 to 14 year old age group had the most accidents.

The Report included these recommendations:

1. Conscientious accident reporting should be encouraged by all principals.
2. All schools should comply with the state requirement of teaching safety the equivalent of one period per week in grades one through 12.
3. Every school building should delegate one teacher as the coordinator of safety for the school. This person would oversee fire drills, air raid drills, safest route, and help the school stay abreast of the latest safety literature and materials.
4. High school principals should be asked to instruct their coaches of athletic teams to report all accidents occurring to team members whether they take place in practice sessions or during inter-school games.
5. Greater emphasis should be placed on the supervision of boys activities since their accident frequency is twice as great as that of girls.
6. Stepped-up supervision of unorganized activities on the playground is revealed as a real need.
7. More instruction on the correct use of playground equipment, and closer supervision of playground activities is desirable.

8. In the June survey of safety activities, 78 per cent of the schools reported the use of the Safest Route Plan. This is the largest response received in the last few years. All schools should become actively engaged in the use of this plan so that a report of 100 per cent participation will be possible.

Other noteworthy facts show most accidents happening in the following locations:

Unorganized activities—24.78 per cent

Auditoriums and classrooms—12.48

Shops—5.25 per cent

Stairs and stairways—4.34

Playground apparatus—4.82

Basketball—4.22

school plant—Total—92.69

going to and from school—7.30

Elementary—Unorganized activities—34.32

Auditoriums and classrooms—13.93

Playground apparatus—6.87

Secondary—Shops—13.30

Other organized games (not standard school sports)—12.11

Basketball—10.72

Auditoriums, classrooms—9.30

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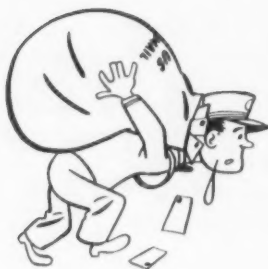
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## Mail Box

### Supervisor Authority Forum

Columbus, Ohio—I think your forum in print is a fine idea, particularly since it presents an interdisciplinary approach rather than the specialist's viewpoint.

James G. Henery, principal  
Binns and Georgian Heights Schools

Stockton, Calif.—I was pleased to see the way the forum in print turned out even though my name is Edmund and not Edward.

Edmund L. Lewis  
Stockton Unified School District

*Editor's note: Whoops, sorry, Ed!*

Louisville, Ky.—It is interesting to read the points of view of men so widely separated; yet, so very close together in their belief about safety supervisors.

Richard Vanhoose  
Jefferson County Public Schools

### Have Gun —

Sacramento, Calif.—Allow me to extend commendations for the succinct and factual presentation of firearm safety in the November issue. The authoritative NRA references which are included should be of great value to teachers and others who are sincerely interested in doing something constructive in this field.

By contrast, I have elsewhere seen a rule for target practice which stated: "Have the person who checks the shots' marks on the target stand well away from the target, and do not shoot a second time until the checker has left the target area." Except on rifle ranges constructed with protected target pits for the target spotters, this suggested practice is dangerous! Shots on targets are spotted with a telescope(s) on, or behind, the firing line during firing. When the cease fire command is given, all guns are unloaded, placed in racks and then, and only then, are the targets removed from the frames for scoring. This is the *only safe* way to do it.

Herbert D. Gwinn  
State Department of Education

New York, N. Y.—The data sheet (home lighting, November) looks excellent and we're very happy to have the National Safety Council's support in promoting the cause of home safety via lighting.

Edward A. Campbell  
Better Light Better Sight Bureau

### LETTER TO YOU

The School and College staff joins me in wishing you and your family a safe and joyous new year.

—Editor

### NOTICE

Under the trade-mark laws of the United States and the provisions of its Congressional Charter, the National Safety Council has obtained trade-mark registration and legal protection for its emblems, including the Green Cross for Safety emblem, and the Universal Safety emblem, as shown below:



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Pursuant to its legal rights, and in order to carry out its obligation to the public, the National Safety Council has adopted a policy that these trade-marked emblems may not be used, under any circumstances, without its approval and authorization. The policy, adopted by the Board of Directors of the Council, is available on request.

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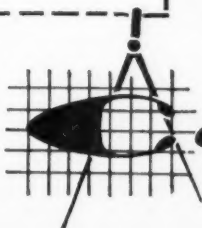
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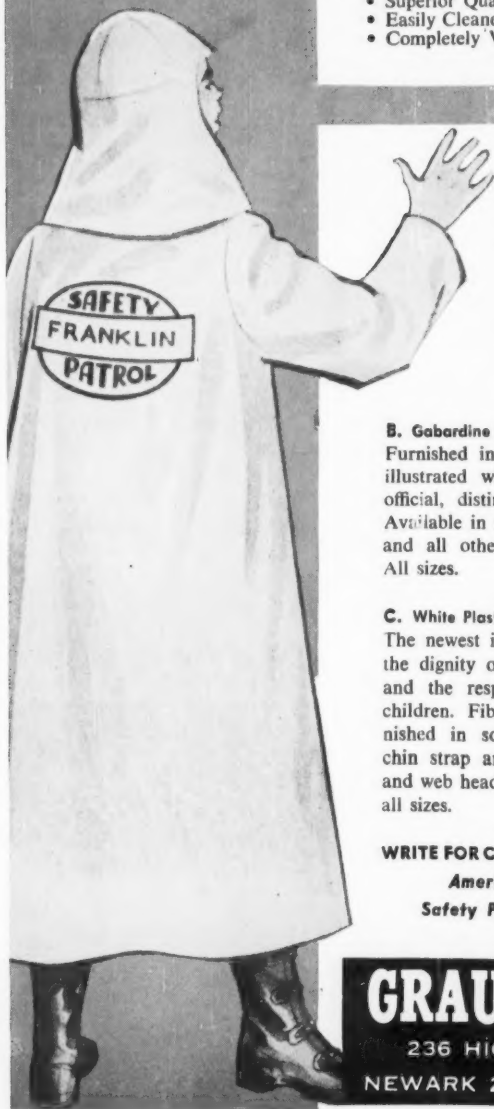


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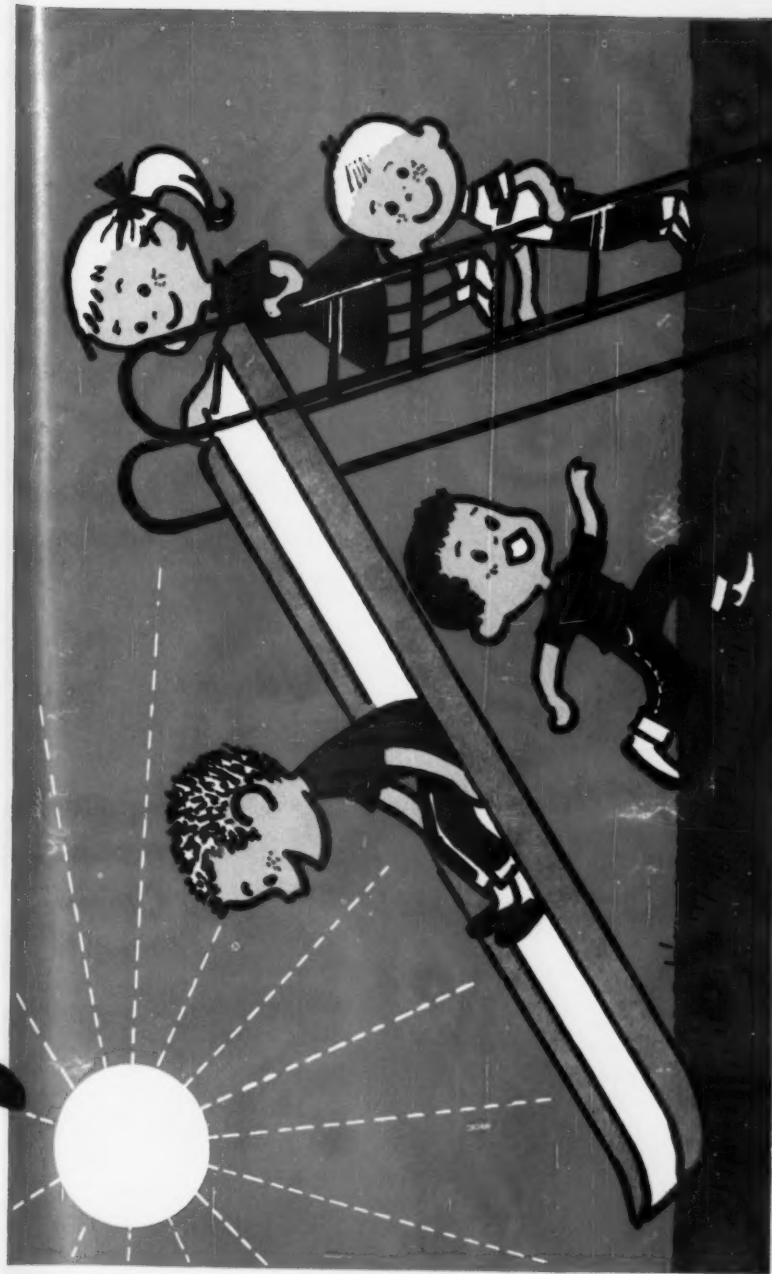


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SAFETY EDUCATION CHICAGO, ILL. JANUARY, 1960 Vol. 39, No. 5 Section 2



# Take Turns for SAFETY



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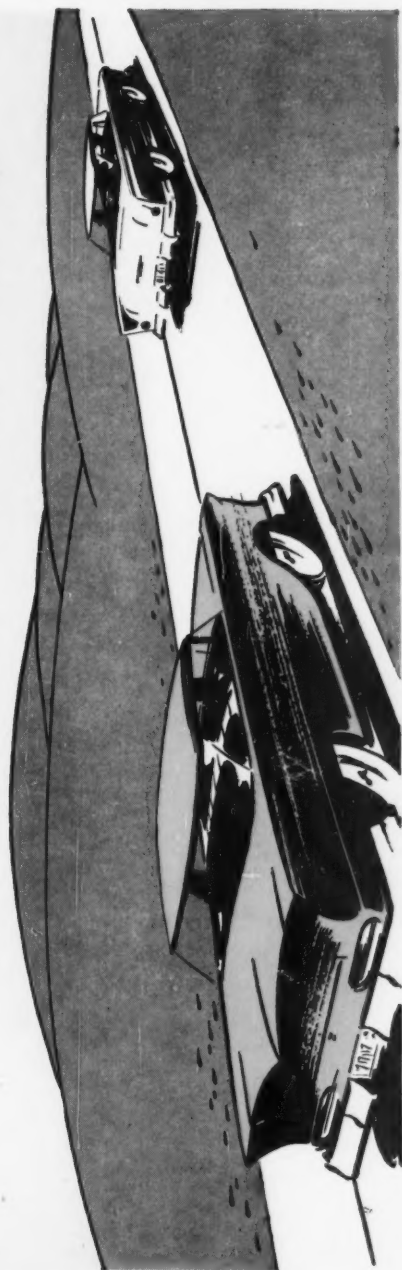
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